

WEEK 7

Compounds and Conjunctions

— LESSON 25 —

Contractions

Compound Nouns

Diagramming Compound Nouns

Compound Adjectives

Diagramming Adjectives

Articles

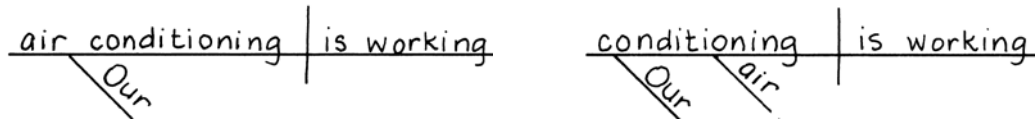
A contraction is a combination of two words with some of the letters dropped out.

Exercise 25A: Contractions Review

Write the two words that form each contraction on the blanks to the right. Some contractions have more than one correct answer. The first is done for you.

Contraction	Helping Verb	Other Word
we'd	would OR had	we
she'll		
I'm		
didn't		
you've		
isn't		
weren't		
it'll		
they're		

Our air conditioning is working!



Exercise 25B: Diagramming Adjectives and Compound Nouns

On your own paper, diagram every word of the following sentences.

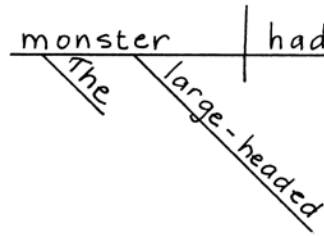
Our solar system moves.

Louisa May Alcott wrote.

Melissa's high school instructs.

Good hearing aids assist.

The large-headed monster had twenty-seven teeth.



The articles are *a*, *an*, and *the*.

Exercise 25C: Compound Nouns

Using the list of words below, make as many single-word compound nouns as you can. Each word in the list can be used *at least* twice.

ball	book	case	cut	fall
foot	mark	rest	room	suit
store	snow	water	work	

[illegible]

Exercise 25D: Compound Adjectives

Correctly place hyphens in the following phrases.

four hundred fifty one degrees Fahrenheit

the mixed up files

the life changing magic

a fifty year friendship

twenty two high end watches

a two day old lamb

a germ destroying air purifier

Exercise 25E: Diagramming Adjectives, Compound Nouns, and Compound Adjectives

On your own paper, diagram every word in the following sentences.

The old two-story house collapsed.

Fragile eggshells can break.

An out-of-breath police officer hurried.

A sweet-smelling yellow flower had opened.

Sixty-three left-handed men responded.

— LESSON 26 —

Compound Subjects

The Conjunction *And*

Compound Predicates

Compound Subject-Predicate Agreement

The fireman hurries.

The policeman hurries.

The fireman and the policeman hurry.

SIMPLE PRESENT

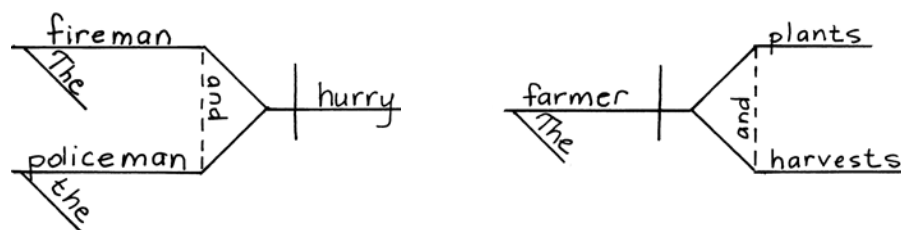
	Singular	Plural
First person	I hurry	we hurry
Second person	you hurry	you hurry
Third person	he, she, it hurries	they hurry

**Compound subjects joined by *and* are plural in number and take plural verbs.
A conjunction joins words or groups of words together.**

The farmer plants.

The farmer harvests.

The farmer plants and harvests.



Exercise 26A: Identifying Subjects, Predicates, and Conjunctions

Underline the subjects once and the predicates twice in each sentence. Circle the conjunctions that join them. The first one is done for you.

These sentences are adapted from Jack London's *The Call of the Wild*.

He drank eagerly, (and) later bolted a generous meal of raw meat.

All passiveness and unconcern had dropped from them.

An oath from Perrault, the resounding impact of a club upon a bony frame, and a shrill yelp of pain, heralded the breaking forth of pandemonium.

Here were many men, and countless dogs.

The hair rose along his back and stood on end across his shoulders and up his neck.

He whittled and listened and gave monosyllabic replies and terse advice.

Exercise 26B: Diagramming Compound Subjects and Predicates

Draw one line under the subject[s] and two lines under the predicate[s] in the following sentences. Circle any conjunctions that connect subjects and/or predicates. When you are finished, diagram the subjects, predicates, and conjunctions ONLY of each sentence on your own paper.

These sentences are adapted from the Britannica Illustrated Science Library's *Plants, Algae, and Fungi*.

The gametes, spores, and seeds of plants can move about, especially with the help of water and wind.

Grasses grow and reproduce in the long hours of summer daylight.

Red algae can thrive at relatively high temperatures and live inside thermal water vents.

Optimal temperature and appropriate quantities of water and air are the important factors for a seed's awakening.

Orchids' flowers are large and very colorful and secrete a sugary nectar.

Water and nutrients are sufficient for the cultivation of tomatoes.

Exercise 26C: Forming Compound Subjects and Verbs

Combine each of these sets of simple sentences into one sentence with a compound subject and/or a compound predicate joined by *and*. Use your own paper.

The boy plays with the ball.

The dog plays with the ball.

The engineer studies the problem.

The engineer develops a solution.

The engineer searches for ways to improve the solution.

Paul runs up onto the stage.

Janice runs up onto the stage.

Yuan runs up onto the stage.

Paul sings.

Janice sings.

Yuan sings.

After the science fair, Josué packed up his project.

After the science fair, Josué went home.

After the science fair, I packed up my project.

After the science fair, I went home.

Exercise 26D: Subject-Verb Agreement with Compound Subjects

Choose the correct verb in parentheses to agree with the subject. Cross out the incorrect verb.

Amaya (dash / dashes) down the street and (dart / darts) into a shop.

The baker and his assistant (stop / stops) talking and (stare / stares) at Amaya.

Amaya (catch / catches) her breath and (look / looks) at the display case.

She (order / orders) a cake and (tell / tells) the baker that it will be a surprise for her sister.

The baker (prepare / prepares) and (decorate / decorates) the cake.

Amaya (pay / pays) for the cake and (thank / thanks) the baker.

— LESSON 27 —

Coordinating Conjunctions Complications in Subject-Predicate Agreement

A conjunction joins words or groups of words together.

A coordinating conjunction joins similar or equal words or groups of words together.

and, or, nor, for, so, but, yet

Indonesia and Greater Antilles are groups of islands.

I will nap or go running.

They will not help me, nor you.

I ran after them, for I needed help.

I stubbed my toe, so now my foot hurts.

I was exhausted, but my sister was still full of energy.

He was laughing, yet he seemed sad.

Exercise 27A: Using Conjunctions

Fill the blanks in the sentences below with the appropriate conjunctions. You must use each conjunction (*and, or, nor, for, so, but, yet*) at least once. (There is more than one possible answer for many of the blanks!)

These sentences are adapted from Sir Walter Scott's *Ivanhoe*.

It becomes not one wearing this badge to answer, _____ to whom, besides the sworn champions of the Holy Sepulchre, can the palm be assigned among the champions of the Cross?

There was a stranger at the gate, imploring admittance _____ hospitality.

Cedric hastened to meet her, _____ to conduct her, with respectful ceremony, to the elevated seat at his own right hand.

Replacing his javelin, he resumed his seat, bent his looks downward, _____ appeared to be absorbed in melancholy reflection.

It was the Knight of Ivanhoe; _____ was there one of the six that, for his years, had more renown in arms.

Pride _____ jealousy there was in his eye, _____ his life had been spent in asserting rights which were constantly liable to invasion.

I can guess thy want, _____ I can supply it.

If I had a horse, I would be your guide, _____ the way is somewhat intricate, though perfectly well known to me.

The path soon led deeper into the woodland, _____ crossed more than one brook, the approach to which was rendered perilous by the marshes through which it flowed; _____ the stranger seemed to know, as if by instinct, the soundest ground _____ the safest points of passage.

In this dress I am vowed to poverty, _____ do I change it for aught save a horse _____ a coat of mail.

Compound subjects joined by *and* are plural in number and take plural verbs.

I am friendly.

George and I are friends.

The policeman or the fireman hurries.

The dog and the cat are sleeping on the sofa.

The dog or the cat is sleeping on the sofa.

The dogs or the cat is sleeping on the sofa.

When compound subjects are joined by *or*, the verb agrees with the number of the nearest subject.

The pies were scrumptious.

The pies on the table were scrumptious.

The box of pencils is on the top shelf.

A can of red beans sits on the table.

The young man at all of the meetings was bored.

Fractions are singular if used to indicate a single thing.

Fractions are plural if used to indicate more than one thing.

Three-fourths of the pie was missing.

Three-fourths of the socks were missing.

Expressions of money, time, and quantity (weight, units, and distance) are singular when used as a whole, but plural when used as numerous single units.

Thirty dollars is too much to pay for that shirt.

Thirty dollars are spread across the table.

Seven years is a long time to wait.

The minutes tick by.

A thousand pounds is far too heavy for that truck.
Fifty gallons of water are divided among the refugees.
Four miles is too far to walk.

Collective nouns are usually singular. Collective nouns can be plural if the members of the group are acting as independent individuals.

The herd of cattle was grazing quietly.
The herd of cattle were scattered throughout the plains.

Exercise 27B: Subject-Predicate Agreement: Troublesome Subjects

Circle the correct verb in parentheses so that it agrees with the subject noun or pronoun in number.

The mirrors on the shelf (reflect/reflects) the candlelight.

Half of the milk (has/have) spilled on the counter and (is/are) dripping onto the floor!

The kindergarten class (wreck/wrecks) the art room on a daily basis, but the teacher and the aide (clean/cleans) things up afterward.

The crew (was/were) alerted to the danger by the captain's loud cry.

The flock of birds (was/were) flying in all directions.

Two-thirds of the students (describe/describes) the visitor as a good storyteller.

Kenneth and Dawson (dislike/dislikes) pumpkin pie but (love/loves) brownies.

The staff (entertain/entertains) themselves during slow times by creating art with sticky notes.

One million gallons of water (was/were) brought onto the hurricane-battered island.

The jar of cookies (tempt/tempts) me.

My brother or sister (has/have) been experimenting with recipes again—cookies should be sweet, but four cups of sugar for two dozen cookies (is/are) just too much!

One-fourth of the fence (has/have) been painted.

One-fourth of the fences (has/have) been painted.

Five years (remain/remains) before the next election.

The panel of experts (disagree/disagrees) on how to solve this issue.

The guide or some tourists usually (spot/spots) a manatee around this part of the boat ride.

Exercise 27C: Fill in the Verb

Choose a verb in the present tense that makes sense to complete each sentence. Be sure the verb agrees in number with its subject!

The fury of the people _____ a riot.

My brother and I _____ snails and worms under those rocks all the time.

Either the bus or one of the vans _____ late for the retreat every year.

Your observations about the painting _____ very astute.

The class _____ elections for officers in October.

The mayor, the city council, and the police department _____ credit for the decrease in violent crimes over the last year.

The ink in all of my pens _____ too quickly!

Either the berries or the milk _____ me to have an allergic reaction, so I will avoid both!

Half of the pages in this book _____ covered with pencil marks.

— LESSON 28 —

Further Complications in Subject-Predicate Agreement

Many nouns can be plural in form but singular in use: measles, mumps, rickets, politics, mathematics, economics, news.

Mathematics is my favorite subject.

Singular literary works, works of art, newspapers, countries, and organizations can be plural in form but are still singular in use.

Little Women was written by Louisa May Alcott.

The United States is south of Canada.

Many nouns are plural in form and use but singular in meaning: pants, scissors, pliers, glasses.

Pants are too hot in the summertime.

In sentences beginning with *There is* or *There are*, the subject is found after the verb.

There is a skunk in the brush.

There are three skunks in the brush.

Each and every always indicate a singular subject.

In Masai villages, each woman cares for her own cattle.
 In Masai villages, each of the women cares for her own cattle.
 In Masai villages, each cares for her own cattle.
 In Masai villages, women care for their own cattle.
 Every man needs friends.
 Men need friends.

Compound nouns that are plural in form but singular in meaning take a singular verb.

Fish and chips is my favorite British dish.

Compound subjects joined by *and* take a singular verb when they name the same thing.

The owner and manager of the ice cream shop is also working behind the counter.

Nouns with Latin and Greek origins take the singular verb when singular in form and the plural verb when plural in form.

The data suggest otherwise.

Singular	Plural
medium	media
datum	data
criterion	criteria
phenomenon	phenomena
focus	foci
appendix	appendices

Exercise 28A: Subject-Verb Agreement: More Troublesome Subjects

Find the correct verb (agrees with the subject in number) in parentheses. Cross out the incorrect verb.

Gymnastics (is/are) Maria's favorite activity of the week.

Every part in the play (has/have) been cast.

In *The Lord of the Rings*, there (is/are) one ring more powerful than all the rest.

The vertices of a regular polygon (lies/lie) on the circle that can be drawn around the polygon.

The teacher and technology director (is/are) running late for his meeting.

Biscuits and gravy (was/were) not on the menu today.

There (is/are) only six Wonder Gadgets left—you'd better order yours now!

Each fork, knife, and spoon (was / were) placed in precisely the right spot.

“Each of the dresses (has / have) something wrong with it,” complained Julia.

Green Eggs and Ham (was / were) written as the result of a bet Dr. Seuss’s publisher made with him; the publisher believed Dr. Seuss could not write a book using no more than fifty unique words.

My new binoculars (allows / allow) me to observe birds all the way across the lake!

Today’s news (is / are) not good.

The alumni of our campus organization (supports / support) us financially.

Jane Austen’s *Pride and Prejudice* (was / were) published in 1813.

Billiards (is / are) a game with many variations.

Science and Nature (is / are) my favorite category in Trivial Pursuit.

Here on the handout (is / are) the criteria for this project.

Each of the poisons (has / have) a unique antidote.

Trinidad and Tobago (has / have) been an independent nation since 1962.

Every minute (brings / bring) us closer to the deadline.

Exercise 28B: Correct Verb Tense and Number

Complete each of these sentences by writing the correct number and tense of the verb indicated in the blank. The sentences are taken or adapted from Nathaniel Hawthorne’s *The Scarlet Letter*.

Externally, the jollity of aged men (simple present of *have*) _____ much in common with the mirth of children.

This rose-bush, by a strange chance, (perfect present of *am*) _____ kept alive in history.

In some two years, or less, that the woman has been a dweller here in Boston, no tidings (simple present of *have*) _____ come of this learned gentleman, Master Prynne.

Here, to witness the scene which we are describing, (simple past of *am*) _____ Governor Bellingham himself.

The discipline of the family, in those days, (simple past of *am*) _____ of a far more rigid kind than now.

Physical compulsion or restraint (simple past of *am*) _____ effectual, of course, while it lasted.

The children of the settlement (progressive past of *play*) _____ at going to church.

All the powers of nature (simple present of *call*) _____ so earnestly for the confession of sin.

A knowledge of men's hearts (simple present of *am*) _____ needful to the completest solution of that problem.

There (simple present of *am*) _____ no law nor reverence for authority mixed up with that child's composition.

Here (simple present of *am*) _____ a child of three years old, and she cannot tell who made her!

Their wide, short trousers (simple past of *am*) _____ confined about the waist by belts, often clasped with a rough plate of gold.

A sluggish bond-servant or an undutiful child (simple past of *am*) _____ to be corrected at the whipping-post.

The Governor and gentlemen (progressive present of *come*) _____!



WEEK 8

Introduction to Objects

— LESSON 29 —

Action Verbs

Direct Objects

A direct object receives the action of the verb.

Cara built a bonfire.

We roasted marshmallows over the bonfire.

Tom ate the delicious cookie.

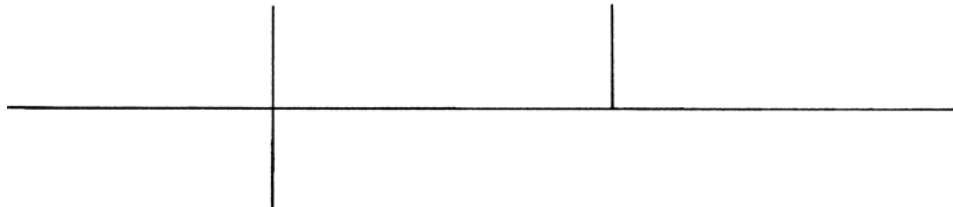
Julia, hot and thirsty, drank the fresh-squeezed lemonade.

She visited her grandfather.

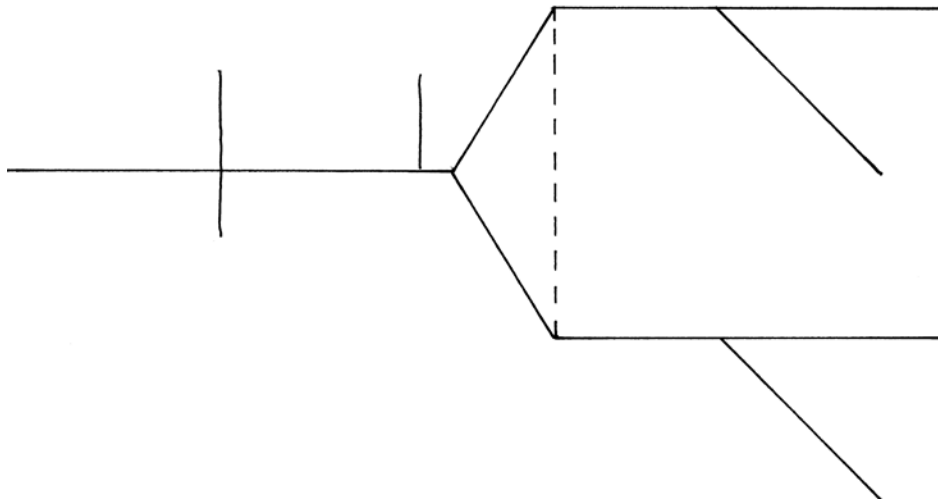
He had forgotten her name.

She found peace.

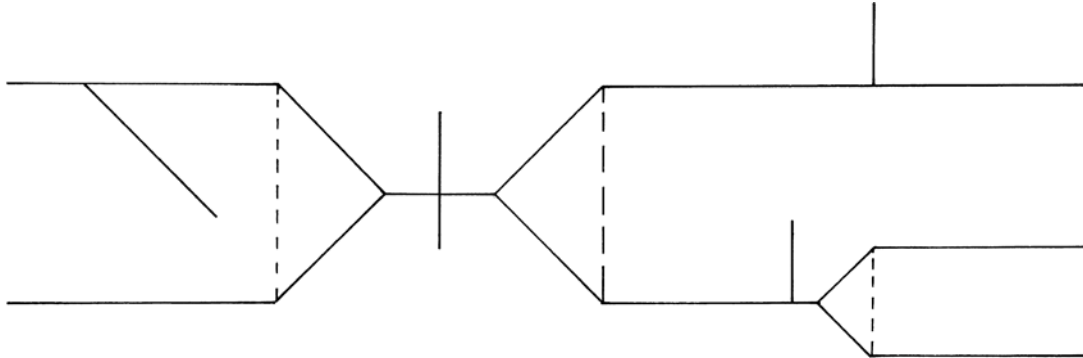
We roasted marshmallows.



We roasted soft marshmallows and beefy hot dogs.



My friend and I rode roller coasters and ate popcorn and cotton candy.



Exercise 29A: Direct Objects

In the following sentences, underline the subjects once and the predicates twice. Circle each direct object. These sentences are adapted from Daniel Defoe's *Robinson Crusoe*.

I had lived a dreadful life.

We never see the true state of our condition.

I had no powder or shot left.

I would build another *Periagua* or *Canoe*.

I had thus laid the scheme of my design.

The floor had a sort of small loose gravel upon it.

I took him up, and made much of him, and encouraged him.

In this voyage I visited my colony in the island, saw my successors, and had the whole story of their lives.

They must run out and see the battle.

However, they used some caution too.

They soon outdid their masters.

I cut the thread of his comforts and shortened his days.

We made signals of distress to the ship.

I got much money by the first adventure, and an insight into the method of getting more.

The tree effectually shaded him over the head.

Exercise 29B: Diagramming Direct Objects

On your own paper, diagram the subjects, verbs, and direct objects **ONLY** in the sentences from Exercise 29A.

— LESSON 30 —

Direct Objects Prepositions

I broke my breakfast plate!
The pottery plate broke into pieces.

A preposition shows the relationship of a noun or pronoun to another word in the sentence.

Prepositions

aboard, about, above, across

after, against, along, among, around, at

before, behind, below, beneath

beside, between, beyond, by

down, during, except, for, from

in, inside, into, like

near, of, off, on, over

past, since, through, throughout

to, toward, under, underneath

until, up, upon

with, within, without

Exercise 30A: Identifying Prepositions

In the following sentences (adapted from Oscar Wilde's *The Picture of Dorian Gray*), find and circle each preposition.

In the centre of the room, clamped to an upright easel, stood the full-length portrait of a young man of extraordinary personal beauty, and in front of it, some little distance away, was sitting the artist himself, Basil Hallward, whose sudden disappearance some years ago caused, at the time, such public excitement, and gave rise to so many strange conjectures.

As the painter looked at the gracious and comely form he had so skilfully mirrored in his art, a smile of pleasure passed across his face. But he suddenly started up, and, closing his eyes, placed his fingers upon the lids, as though imprisoning within his brain some curious dream from which he feared he might awake.

Exercise 30B: Word Relationships

The following sentences all contain action verbs. Underline each subject once and each action verb twice. If the sentence has an action verb followed by a direct object, write *DO* above the direct object.

If the sentence contains a preposition, circle the preposition and draw a line to connect the two words that the preposition shows a relationship between. The first two are done for you.

Mathieu apologized to me for his mistake.

Zoey collected ^{DO} the trash.

This new strategy will double our profit.

I burned my finger on the cookie sheet.

Three children in shabby clothes shivered pitifully in the snow.

Our cousins arrived on the early flight from Atlanta.

The computer at the end of the row works slowly.

The kingdom's borders extend beyond the mountain.

Amina laughed heartily at my joke.

The exhausted heroes stepped warily into the cave.

Someone must change the baby's diaper!

This key will unlock any door in the building.

Gleefully, the soldiers obeyed the evil queen's orders.

Harold sheepishly grinned at his sister.

Exercise 30C: Diagramming Direct Objects

On your own paper, diagram the subjects, predicates, and direct objects ONLY from the sentences above. If a sentence does not have a direct object, do not diagram it.

— LESSON 31 —**Definitions Review****Prepositional Phrases****Object of the Preposition**

A noun names a person, place, thing, or idea.

An adjective modifies a noun or pronoun.

A pronoun takes the place of a noun.

A verb shows an action, shows a state of being, links two words together, or helps another verb.

A conjunction joins words or groups of words together.

A coordinating conjunction joins similar or equal words or groups of words together.

A phrase is a group of words serving a single grammatical function.

A preposition shows the relationship of a noun or pronoun to another word in the sentence.

Prepositions

aboard, about, above, across
after, against, along, among, around, at
before, behind, below, beneath
beside, between, beyond, by
down, during, except, for, from
in, inside, into, like
near, of, off, on, over
past, since, through, throughout
to, toward, under, underneath
until, up, upon
with, within, without

A brook sluggishly flows through low ground.

Dark draperies hung upon the walls.

The tunnel wound into the green hill.

**A prepositional phrase begins with a preposition and ends with a noun or pronoun.
That noun or pronoun is the object of the preposition.**

Put your hand beneath your workbook.

Calvin ran across the floor.

I baked a pie for my mother.

Exercise 31A: Objects of Prepositional Phrases

Fill in the blanks with a noun as the object of the preposition to complete the prepositional phrases.

Somehow, a library book ended up behind the _____.

You can find more pretzels in the _____.

We raced down the _____ to deliver the news.

Throughout the _____, the people rejoiced to hear about the _____.

Suzanne enjoyed the documentary about _____.

I like my pizza with _____.
(Use as many objects as you'd like for this one!)

Exercise 31B: Identifying Prepositional Phrases

Can you find all eleven of the prepositional phrases in the following excerpt, adapted from *The Time Machine* by H. G. Wells? (Beware words that can be prepositions but can also function as other parts of speech!)

Underline each complete prepositional phrase. Circle each preposition. Draw a box around each object of a preposition. One preposition has a compound object.

I saw the sun hopping swiftly across the sky, leaping it every minute, and every minute marking a day. I supposed the laboratory had been destroyed, and I had come into the open air. I had a dim impression of scaffolding, but I was already going too fast for consciousness of any moving things. The slowest snail that ever crawled dashed by too fast for me. The twinkling succession of darkness and light was excessively painful to the eye. Then in the intermittent darkness, I saw the moon spinning swiftly through her quarters, and had a faint glimpse of the circling stars.

Exercise 31C: Remembering Prepositions

Can you remember all forty-six prepositions without looking back at your list? The first letter of each preposition has been given for you.

A	B	D	E	F	I	L
aboard	_____	_____	_____	_____	_____	_____
_____	_____	_____		_____	_____	
_____	_____				_____	
_____	_____					
_____	_____					
_____	_____					
_____	_____					

N	O	P	S	T	U	W
_____	_____	_____	_____	_____	_____	_____
	_____			_____	_____	_____
	_____			_____	_____	_____
	_____			_____	_____	_____

— LESSON 32 —

Subjects, Predicates, and Direct Objects
Prepositions
Object of the Preposition
Prepositional Phrases

The subject of the sentence is the main word or term that the sentence is about.
The simple subject of the sentence is *just* the main word or term that the sentence is about.

The complete subject of the sentence is the simple subject and all the words that belong to it.

The warrior saw on the opposite mountain two great globes of glowing fire.

The predicate of the sentence tells something about the subject.

The simple predicate of the sentence is the main verb along with any helping verbs.

The complete predicate of the sentence is the simple predicate and all the words that belong to it.

A direct object receives the action of the verb.

A preposition shows the relationship of a noun or pronoun to another word in the sentence.

Prepositions

aboard, about, above, across
 after, against, along, among, around, at
 before, behind, below, beneath
 beside, between, beyond, by
 down, during, except, for, from
 in, inside, into, like
 near, of, off, on, over
 past, since, through, throughout
 to, toward, under, underneath
 until, up, upon
 with, within, without

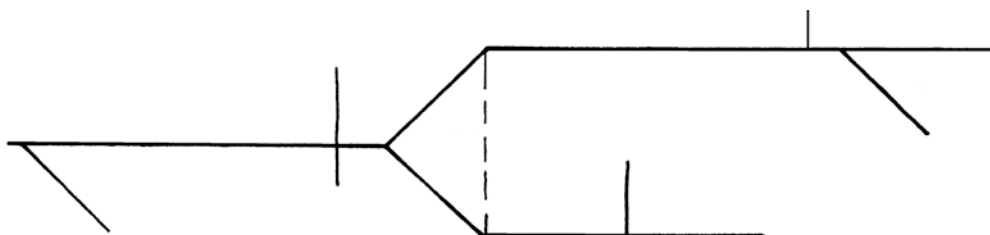
A prepositional phrase begins with a preposition and ends with a noun or pronoun.

That noun or pronoun is the object of the preposition.

The warrior | saw ^{DO} on the opposite mountain two great globes of glowing fire.

The warrior saw two great globes.

The Dragon King with his retainers accompanied the warrior to the end of the bridge, and took leave of him with many bows and good wishes.



Exercise 32A: Identifying Prepositional Phrases and Parts of Sentences

In the following sentences, circle each prepositional phrase. Once you have identified the prepositional phrases, underline subjects once, underline predicates twice, and label direct objects with *DO*.

Things to watch out for:

- 1) Words that could be prepositions but are acting as other parts of speech instead. If it doesn't have an object, it's not a preposition!
- 2) In some of these sentences, subjects and predicates are inverted so that the predicate comes first. Find the verb first, then ask, "Who or what [verb]?" to find the subject. Remember that the subject will not be the object of a preposition!

These sentences are adapted from "The Padishah of the Forty Peris," from *Turkish Fairy Tales and Folk Tales*, collected by Ignác Kunos and translated by R. Nisbet Bain.

The first is done for you.

She put her ring ^{DO} upon her sewing-table.

They went on and on and on, through the level plains by the flowing river.

She rose from her bed and promised a great treasure for the youth.

Then the youth went to the cupboard, opened it, and took the ring, the bracelet, and the lace handkerchief of the sultan's daughter.

He would be with her for two hours of the day.

In that same city dwelt the bald-headed son of a bed-ridden mother.

With that he flew into the room and turned into a man.

He was filled with joy at the sight of his child.

He looked to the right of him and to the left.

Exercise 32B: Diagramming

On your own paper, diagram all of the uncircled parts of the sentences from Exercise 32A. EXCEPTION: Do not diagram the *and* in the last sentence, since its only function is to connect two prepositional phrases.



WEEK 9

Adverbs

— LESSON 33 —

Adverbs That Tell How

A sneaky squirrel stole my sock slowly.
A sneaky squirrel stole my sock sleepily.
A sneaky squirrel stole my sock cheerfully.
A sneaky squirrel stole my sock rapidly.

An adverb describes a verb, an adjective, or another adverb.

An **exceptionally** sneaky squirrel stole my sock slowly.
A sneaky squirrel stole my sock **very** rapidly.

Adverbs tell how, when, where, how often, and to what extent.

Adjective	Adverb
serious	seriously
fierce	_____
thorough	_____
crazy	crazily
scary	_____
cheery	_____

He left hurriedly.
Hurriedly, he left.
He hurriedly left.

He | left
 hurriedly

Exercise 33A: Identifying Adverbs That Tell *How*

Underline the adverbs telling *how* in the following sentences, and draw arrows to the verbs that they modify.

“May I have another cookie?” the child asked sweetly.

The captured spy glared defiantly as the enemy soldiers roughly pushed her toward the interrogation room.

Absentmindedly, Elissa stirred the soup on the stove.

Eamon spoke with us frankly about his desire to join the circus.

The coach dealt justly with the conflict between the teammates.

“If you can make a bed properly, you’re hired,” said the hotel manager exhaustedly.

When Akari’s stage fright threatened to overcome her, the director spoke reassuringly to her.

Truly, I believe this is the best choice.

His shield and sword lying in the field behind him, the knight courageously—and rather foolishly—rode toward the monster’s lair.

I called my parents to tell them I’d arrived home safely.

Exercise 33B: Forming Adverbs from Adjectives

Turn the following adjectives into adverbs.

Adjective	Adverb	Adjective	Adverb
thoughtful	_____	dizzy	_____
sore	_____	languid	_____
spotty	_____	hideous	_____
decorous	_____	bouncy	_____
flagrant	_____		

Exercise 33C: Diagramming Adverbs

Diagram the following sentences on your own paper.

I dearly love this place.

Violet thankfully accepted the gift.

My adorable new kitten mewed questioningly.

Has she answered knowledgeably?

Nervously, we entered the decrepit old house.

Toby completed the application thoroughly.

— LESSON 34 —

Adverbs That Tell When, Where, and How Often

Exercise 34A: Telling When

Tim dropped his recipe cards for chocolate chip cookies. Help him get organized by numbering the following sentences from 1 to 5 so he can make the cookies.

_____ Second, add the salt, vanilla, and applesauce.

_____ Later, chill the dough for at least an hour.

_____ First, cream together the butter and sugars.

_____ Finally, bake for about 10 minutes in a 350° oven.

_____ Next, mix in the flour and baking soda before adding the chocolate chips.

**An adverb describes a verb, an adjective, or another adverb.
Adverbs tell how, when, where, how often, and to what extent.**

Yesterday I washed my dog outside.

The dog ran away.

Then the dog lay down.

Now my dog is sleeping there.

My glasses are lying there.

My red book is sitting here.

There are my glasses.

Here is my red book.

Now my dog is sleeping there.

dog | is sleeping
my Now there

There are my glasses.

glasses | are
my There

Here is my red book.

book | is
my red Here

Here and there are adverbs that tell where.

I wash my dog weekly.

Richie is always looking for adventure.

I will often be eating.

I | will be eating
often

When will you arrive?

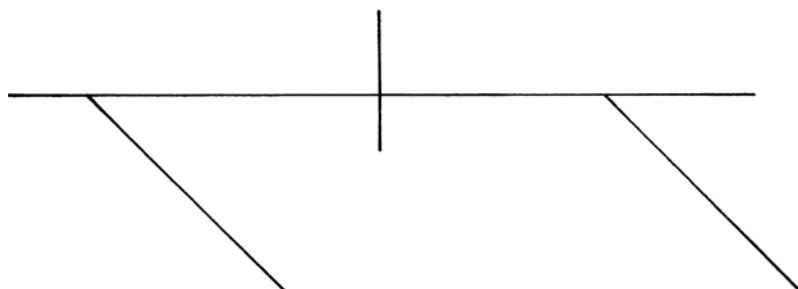
Where is my hat?

How are you doing?

you will arrive When.

you | will arrive
When

my hat is Where.



Exercise 34B: Distinguishing among Different Types of Adverbs

Put each of the following adverbs in the correct category, according to the question each one answers.

below	greedily	then	rarely
today	kindly	outside	yearly
daily	earlier	angrily	down
When	Where	How	How Often
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Exercise 34C: Identifying Adverbs of Different Types

Underline the adverbs in the following sentences that tell *when*, *where*, or *how often*.

I lost my way once yesterday.

Sometimes Shanika plays her saxophone outdoors.

Nikki talked incessantly during the movie.

Let's go downstairs now.

That piano key occasionally sticks.

I usually sit there.

Winston will visit his grandfather tomorrow.

Mrs. Lee always arrives early.

Unless that cough improves soon, you should see a doctor.

Where did Miguel put his keys?

Exercise 34D: Diagramming Different Types of Adverbs

Diagram the following sentences on your own paper.

Lenore will eat these leftovers later.

When is Dad going outside?

Today I breakfasted late.

Complete your exercises now.

Gloria and Caleb clapped enthusiastically and then stood.

You left your hat here yesterday.

— LESSON 35 —

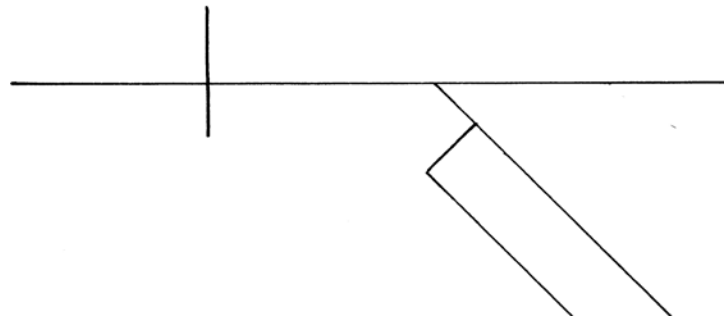
Adverbs That Tell To What Extent

**An adverb describes a verb, an adjective, or another adverb.
Adverbs tell how, when, where, how often, and to what extent.**

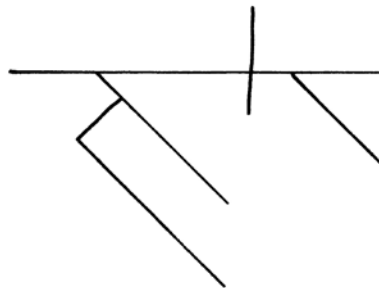
The extremely humid day was unpleasant.

Sharon runs quite quickly.

Larry shrieked especially loudly.



Extremely skittish Larry ran away.



Exercise 35A: Identifying the Words Modified by Adverbs

Draw an arrow from each underlined adverb to the word it modifies. These sentences are from J. M. Barrie's *Peter Pan*.

No nursery could possibly have been conducted more correctly.

It had begun so uneventfully, so precisely like a hundred other evenings.

The little stars are not really friendly to Peter, who had a mischievous way of stealing up behind them and trying to blow them out; but they are so fond of fun that they were on his side tonight.

Of course I'm very sorry, but how could I know you were in the drawer?

I nipped a bit out of that eagle's mouth pretty neatly, Wendy.

Of course this was rather unsatisfactory.

Tink was not all bad; or, rather, she was all bad just now, but, on the other hand, sometimes she was all good.

Then they had to tell Peter of Tink's crime, and almost never had they seen him look so stern.

And how ardently they grew to love their home under the ground.

He often went out alone, and when he came back you were never absolutely certain whether he had had an adventure or not.

She was really glad for the sake of his reputation that no one heard him except herself.

She had to admit that she was too tired.

"It is sweet, Peter, isn't it?" Wendy said, frightfully gratified.

The awful cynicism of this made an uncomfortable impression, and most of them began to look rather doubtful.

Exercise 35B: Diagramming Different Types of Adverbs

Diagram the following sentences on your own paper.

Your new puppy is almost unbearably cute!

Zoe regarded the overly eager salesman suspiciously.

Currently, skies are partly cloudy.

Rafael will soon attempt a surprisingly difficult feat.

The freshman rather nervously addressed the senior class.

A fairy appeared quite suddenly and waved her wand mysteriously.

— LESSON 36 —

Adjectives and Adverbs

The Adverb *Not*

Diagramming Contractions

Diagramming Compound Adjectives and Compound Adverbs

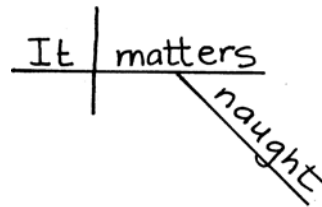
An adjective modifies a noun or pronoun.

Adjectives tell what kind, which one, how many, and whose.

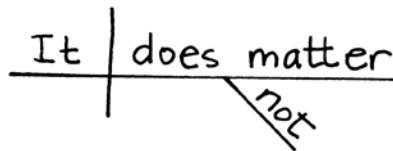
An adverb describes a verb, an adjective, or another adverb.

Adverbs tell how, when, where, how often, and to what extent.

It matters naught.

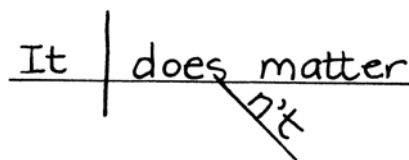


It does not matter.

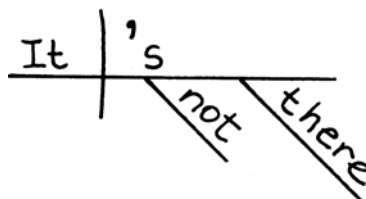


A contraction is a combination of two words with some of the letters dropped out.

It doesn't matter.



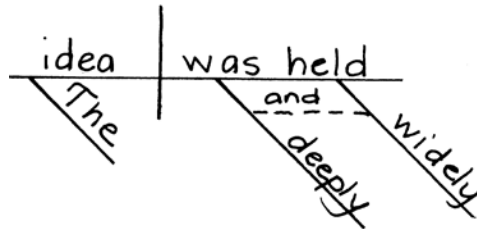
It's not there.



Tall and wide arches weren't often built.



The idea was deeply and widely held.



Exercise 36A: Practice in Diagramming

On your own paper, diagram every word of the following sentences. They are adapted from Johanna Spyri's *Heidi*.

If this is your first time through this course, you may skip #1 and #8. If not, diagram them!

She was so hot and uncomfortable.

She ran busily to and fro.

Here a neat little bed was already prepared.

The little goat pressed close and became perfectly quiet.

Why should there be a change?

People only half believed these reports.

Get away and don't try it again.

The child does not look very terrible.

This little incident had ruffled Miss Rottenmeier's temper very much.

A large hall came next.



— REVIEW 3 —

Weeks 7-9

Topics

Parts of Speech

Compound Parts of Sentences

Prepositions

Prepositional Phrases

Objects of Prepositions

Subjects and Predicates

Subject-Verb Agreement

Verbs and Direct Objects

Review 3A: Parts of Speech

In the passage below from Orson Scott Card's *Ender's Game*, identify the underlined words as *N* for noun, *ADJ* for adjective, *ADV* for adverb, *PREP* for preposition, or *CONJ* for conjunction. The first is done for you.

The monitor ^Nlady smiled very nicely and tousled his hair and said, "Andrew, I suppose by now you're just absolutely sick of having that horrid monitor. Well, I have good news for you. That monitor is going to come out today. We're going to take it right out, and it won't hurt a bit."

Ender nodded. It was a lie, of course, that it wouldn't hurt a bit. But since adults always said it when it *was* going to hurt, he could count on that statement as an accurate prediction of the future. Sometimes lies were more dependable than the truth.

"So if you'll just come over here, Andrew, just sit right up here on the examining table. The doctor will be in to see you in a moment."

The monitor gone. Ender tried to imagine the little device missing from the back of his neck. I'll roll over on my back in bed and it won't be pressing there. I won't feel it tingling and taking up the heat when I shower.

Review 3B: Recognizing Prepositions

Circle the forty-six prepositions from your list in the following bank of words. Try to complete the exercise without looking back at your list of prepositions.

up	among	then	until	side
and	my	around	you	above
before	through	from	there	into
down	throughout	within	pen	much
jump	they	but	aboard	without
like	between	most	near	off
toward	about	of	play	beyond
with	however	along	behind	to
by	on	paper	then	except
sort	during	nor	for	less
eat	against	below	air	since
where	underneath	inside	beside	across
in	when	kind	at	spot
beneath	after	over	well	his
whom	past	upon	move	under

Review 3C: Subjects and Predicates

Draw one line under the simple subject and two lines under the simple predicate. Watch out for compound subjects or predicates! Also, remember that in poetry, sometimes the order of words is different than in normal speech—once you have found the verb, ask “who or what” before it to find the subject.

The following lines are from the poem “The Tyger,” by William Blake.

What immortal hand or eye could frame thy fearful symmetry?

In what distant deeps or skies burnt the fire of thine eyes?

And what shoulder, and what art, could twist the sinews of thy heart?

In what furnace was thy brain?

The following lines are from the poem “Buttercups,” by Wilfrid Thorley.

There must be fairy miners just underneath the mould.

They take the shining metals and beat them into shreds.

Sometimes they melt the flowers to tiny seeds like pearls and store them up in bowers for little boys and girls.

And still a tiny fan turns above a forge of gold.

The following lines are from the poem “The Ingenious Little Old Man,” by John Bennett.

A little old man of the sea went out in a boat for a sail.

The water came in almost up to his chin.

But this little old man of the sea just drew out his jack-knife so stout.

And a hole with its blade in the bottom he made.

All of the water ran out.

Review 3D: Complicated Subject-Verb Agreement

Circle the correct verb form in parentheses.

My extended family (is / are) scattered around the country.

Twenty dollars (is / are) a great deal for this dress!

The pianist or the flautists (needs / need) to play louder.

Three-fourths of the employees (has / have) donated to this month’s charity.

Julian’s family (is / are) arriving in three hours.

The judging criteria for the art competition (is / are) available on the website.

The plants near the window (requires / require) frequent watering.

There (is / are) two buttons missing from this shirt.

Books and papers (covers / cover) a writer’s desk.

A painted rocking chair (sits / sit) invitingly in the corner of the playroom.

Cristina or Isobel (times / time) each runner in the race.

Aleksandra and Madeline (counts / count) the money after the bake sale.

Newsies (is / are) a musical.

My clothes (was / were) not in the blue suitcase.

Review 3E: Objects and Prepositions

Identify the underlined words as *DO* for direct object or *OP* for object of preposition. For each direct object, find and underline twice the action verb that affects it. For each object of a preposition, find and circle the preposition to which it belongs.

These sentences are from *The Giver*, by Lois Lowry.

Now, thinking about the feeling of fear as he pedaled home along the river path, he remembered that moment of palpable, stomach-sinking terror when the aircraft had streaked above.

But his mind was still on December and the coming Ceremony.

It was effortless for Jonas, and even boring, though Asher enjoyed it.

He had held a magnifying glass to it.

They all listened carefully and discussed with Lily the warning that the dream had given.

Now Father sat beside Mother in the audience.

In each dwelling tonight they would be studying the instructions for the beginning of their training.

Jonas grinned with delight, and blew his own steamy breath into view.

He could see an odd look on The Giver's face.

In one ecstatic memory he had ridden a gleaming brown horse across a field that smelled of damp grass, and had dismounted beside a small stream from which both he and the horse drank cold, clear water.

He waved his hand in the familiar gesture.



WEEK 13

Advanced Pronouns

— LESSON 49 —

Personal Pronouns

Antecedents

Possessive Pronouns

Lindsay woke up when Lindsay heard Lindsay's mother call Lindsay. Lindsay ate Lindsay's breakfast and brushed Lindsay's teeth and got ready for Lindsay's day.

A pronoun takes the place of a noun.

The antecedent is the noun that is replaced by the pronoun.

Personal Pronouns

	Singular	Plural
First person	I	we
Second person	you	you (plural)
Third person	he, she, it	they

Exercise 49A: Personal Pronouns and Antecedents

Circle the personal pronouns in the following sentences, adapted from *Parachuting into Poland, 1944: Memoir of a Secret Mission with Józef Retinger*, by Marek Celt, trans. Jan Chciuk-Celt. Draw an arrow from each pronoun to the antecedent. In the margin, write the gender (*f*, *m*, or *n*) and number (*S* or *PL*) of each pronoun.

My companion practically never left the house. He did a lot of reading, and listened to the radio often.

The men who went on these missions were an elite group of special forces called the *Cichociemni*, literally “the silent Dark Ones.” They’ve become something of a heroic legend in Polish war lore.

The airplane landed, and the little old man ran to it in a hurry, but he only got a good look at the taillights as it flew off.

We, the passengers of the Third Air Bridge, had run a gauntlet of difficulties and dangers, and we were met and greeted joyously in Brindisi.

Personal Pronouns (Full List)

I, me, my, mine

you, your, yours

he, she, him, her, it

his, hers, its

we, us, our, ours

they, them, their, theirs

Possessive Adjectives (same as Possessive Pronouns)

my our

your your

his, her, its their

Peter's sword

_____ sword

The Pevensie children's wardrobe

_____ wardrobe

The tree's silver leaves

_____ leaves

Lucy's cordial

_____ cordial

The tree's silver leaves glistened.

Its silver leaves glistened.

leaves | glistened
The tree's silver

leaves | glistened
Its silver

Lucy's cordial healed Edmund.

_____ | _____
/

Her cordial healed Edmund.

_____ | _____
/

The chocolate is my candy.
 The chocolate is mine candy.
 The chocolate is mine!

chocolate | is | candy
 The | my

chocolate | is | candy
 The | ~~mine~~

chocolate | is | mine
 The |

He is your baby brother.
 He is yours baby brother.
 The baby brother is yours!

He | is | brother
 | your | baby

He | is | brother
 | ~~yours~~ | baby

brother | is | yours
 The | baby

Exercise 49B: Identifying Possessive Pronouns

Underline the possessive pronouns in the following sentences from *Silk Parachute*, by John McPhee. Each possessive pronoun is acting as an adjective. Draw an arrow from the pronoun to the noun it modifies. There may be more than one pronoun in each sentence.

In the first game, an English midfielder, sprinting up his left sideline to take a pass on a clear, looked over his shoulder and saw that the ball was headed wide, low, and out of bounds.

On hulks and barges, boatmen serving the ships lived on the river with their families and with their cats, dogs, chickens, sheep, and cows.

Such river runes are not beyond the grasp of Livia Senvold McPhee, who is six and quick to learn, but they're off the scale for her two-year-old brother, Jasper, and their father and mother.

The puffin is among the nation's emblematic birds. With its bright-white chest, its orange webbed feet, and its big orange scimitar bill, it could be an iced toucan.

Exercise 49C: Using Possessive Pronouns

In the following sentences, taken from *Bird Dream: Adventures at the Extremes of Human Flight*, by Matt Higgins, write the correct possessive pronoun above the underlined noun(s).

The 1991 movie *Point Break*...depicted a group of California surfer/skydivers who robbed banks to fuel the group's lifestyle, a story that struck a chord with males of a certain age and bent.

By 1995 this generation would get this generation's Woodstock when ESPN created a festival for radical sports in Providence, Rhode Island, called the Extreme Games, soon to be rechristened the X Games.

Finally, on Jeb's fourth jump, Jeb pitched in full flight and swung into severe line twists, requiring a nasty cutaway to Jeb's reserve.

Afterwards, the officer gave Jeb a lift back to Jeb's hotel and asked casually, "Who was Jeb's friend?"

Clinicians tell us that all humanity's brain's occipital lobe, which processes visual information, becomes highly active during sleep.

Exercise 49D: Diagramming Possessive Pronouns

On your own paper, diagram every word in the following sentences, slightly adapted from *Barbarian Days: A Surfing Life*, by William Finnegan.

The wide white board was mine.

I took my next wave far too lightly.

Our street and our lane formed a main funnel for local storm runoff.

We murmured our business with Sina Savaiinaea to her young assistant.

The waves were the object of your deepest desire and adoration.

At the same time, they were your adversary, your nemesis, your mortal enemy.

Its clear prose and subtle wit make it a must-read for all surfers.

It's the only book for all surfers.

— LESSON 50 —

Pronoun Case

Personal Pronouns (Full List)

I, me, my, mine
you, your, yours
he, she, him, her, it
his, hers, its
we, us, our, ours
they, them, their, theirs

My crown, I am; but still my griefs are mine.

—William Shakespeare, *Richard II*

Object pronouns are used as objects in sentences.

me, you, him, her, it, us, them

Mark each bolded pronoun as *DO*, *IO*, or *OP*.

For **me**, my lords, I love **him** not, nor fear **him**.

—William Shakespeare, *Henry VIII*

Give **us** notice of his inclination.

—William Shakespeare, *Richard III*

A virtuous and a Christian-like conclusion,/To pray for **them** that have done scathe to **us**.

—William Shakespeare, *Richard III*

Subject pronouns are used as subjects and predicate nominatives in sentences.

I, you, he, she, it, we, they

Mark each bolded pronoun as *S* or *PN*.

I am **he**.

—William Shakespeare, *Richard III*

Stand **we** in good array; for **they** no doubt,/Will issue out again and bid us battle.

—William Shakespeare, *Henry VI*

I blame her not, **she** could say little less;/**She** had the wrong. But what said Henry's queen?

—William Shakespeare, *Henry VI, Part III*

You need to learn grammar. I will teach you.

I met her at the park. She was wearing her jacket.

It is not very hard. I will learn it.

CORRECT

I am he.

The students are we.

The teachers are they.

INCORRECT

I am him.

The students are us.

The teachers are them.

The kitten licked Jim. The kitten licked _____.

The winners were Judy and Diane. The winners were _____.

Give the prize to ^{OP}Madison and ^{OP}him. NOT: Give the prize to *he*.

Dad and ^SI made brownies. NOT: *Me* made brownies.

Exercise 50A: Subject and Object Pronouns

Underline all the personal pronouns in the following sentences. Identify them as *S* for subject, *O* for object, or *P* for possessive.

These sentences are from *Will in the World: How Shakespeare Became Shakespeare*, by Stephen Greenblatt.

If before his success with the *Henry VI* plays Shakespeare had not already met Marlowe, he would certainly have met him soon afterward, and along with Marlowe he would have met many of the other playwrights—poets, as they were then called—who were writing for the London stage.

The small revision makes a large point: the dead are completely dead. No prayers can help them; no messages can be sent to them or received from them. Hamnet was beyond reach.

Anne Hathaway represented an escape in another sense: she was in the unusual position of being her own woman. Very few young, unmarried Elizabethan women had any executive control over their own lives; the girl's watchful father and mother would make the key decisions for their daughter, ideally, though not always, with her consent. But Anne—an orphan in her midtwenties, with some resources left to her by her father's will and more due to her upon her marriage—was, in the phrase of the times, “wholly at her own government.”

In his old age, a man named Willis, born the same year as Will, recalled a play...that he saw in Gloucester...when he was a child..." At such a play, Willis remembered, "my father took me with him, and made me stand between his legs, as he sat upon one of the benches, where we saw and heard very well." The experience was a remarkably intense one for Willis: "This sight took such an impression in me," he wrote, "that when I came towards man's estate, it was as fresh in my memory as if I had seen it newly acted."

Exercise 50B: Using Personal Pronouns Correctly

Choose the correct word(s) in parentheses and cross out the incorrect choice(s). Be sure to choose the grammatically correct choice for writing and not the choice that sounds the best.

My mother and sister and (me/I) planned to go on a weekend knitting retreat.
My mother helped (us/we) to choose projects for the weekend.
My mother and (her/she) chose sweaters, and I decided to tackle a fringed scarf.
Mom bought (my sister and me/my sister and I) new yarns for our new projects.
At the end of the retreat, (us/we) had gotten more than half of each project finished.
My mother gave my sister and (me/I) a huge compliment.
She said that the best company she'd ever had on a retreat were (us/we).

Exercise 50C: Diagramming Personal Pronouns

On your own paper, diagram the following sentences. Personal pronouns are diagrammed exactly like the nouns or adjectives they replace.

They threw us a life-line.
We thanked them profusely.
Where am I?
He gave me a dry towel.
I hear you!
The recipients of their help were we.

— LESSON 51 —

Indefinite Pronouns

Gollum wanted the ring. He longed for it.
Everyone hoped that Frodo would succeed.

Indefinite pronouns are pronouns without antecedents.

Indefinite Pronouns

Singular

anybody	anyone	anything
everybody	everyone	everything
nobody	no one	nothing
somebody	someone	something
another	other	one
either	neither	each

Plural

both, few, many, several

Singular or Plural

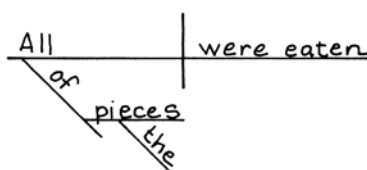
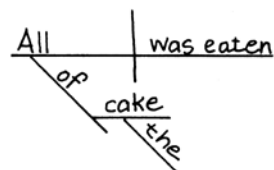
all, any, most, none, some

All of the cake was eaten.

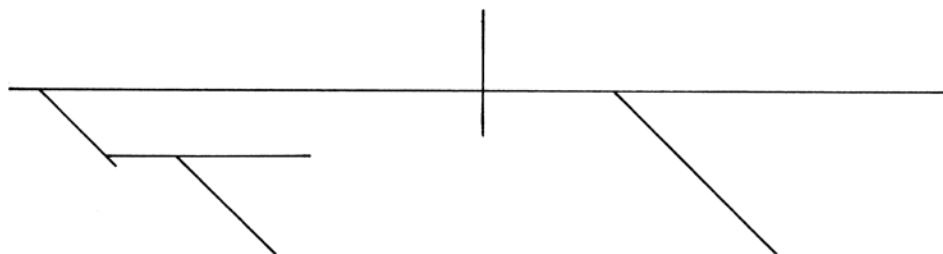
All of the pieces were eaten.

Most of the people . . .

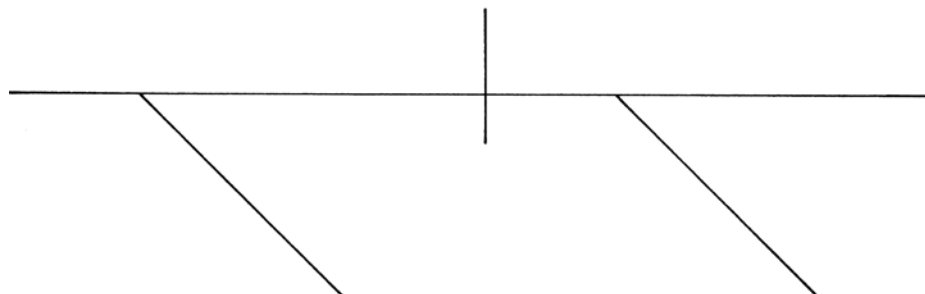
None of the water . . .



Many of the guests arrived early.



Many guests arrived early.



Exercise 51A: Identifying Indefinite Pronouns

Underline all of the indefinite pronouns in the following sentences. Each sentence may contain more than one pronoun.

These sentences are drawn from *Don Quixote*, by Miguel de Cervantes, trans. John Ormsby.

Don Quixote, without uttering a word or imploring aid from anyone, once more dropped his buckler and once more lifted his lance.

But there was nobody now to listen to these words of Don Quixote's.

Master Nicholas, the village barber, however, used to say that neither of them came up to the Knight of Phoebus, and that if there was any that could compare with him it was Don Galaor, the brother of Amadis of Gaul, because he had a spirit that was equal to every occasion.

Yesterday was the first day of our coming here; we have a few of what they say are called field-tents pitched among the trees on the bank of an ample brook that fertilises all these meadows.

In the meantime Sancho had recounted to them several of the adventures and accidents that had happened to his master.

All or most of the knights-errant in days of yore were great troubadours and great musicians, for both of these accomplishments, or more properly speaking gifts, are the peculiar property of lovers-errant.

Exercise 51B: Subject-Verb Agreement: Indefinite Pronouns

Choose the correct verb in parentheses. Cross out the incorrect verb.

Everyone (has/have) agreed to go trail riding in the mountains!

All of the company (is/are) going on this exciting adventure.

All of the horses (is/are) guaranteed to be gentle and calm.

A few of the guests (has/have) ridden before, but some of them (is/are) just a little bit nervous.

Most of the horses (has/have) been saddled already.

Most of the group (is/are) mounting up.

One of the horses (was/were) named Volcano.

Nobody (want/wants) to ride Volcano!

Another of the horses (was/were) named Sleepyhead.

Everybody (asks/ask) to ride Sleepyhead.

(Does/Do) anyone know which horse is named Killer?

None of us (want/wants) to ride Killer either!

Exercise 51C: Diagramming Indefinite Pronouns

On your own paper, diagram the following sentences, slightly adapted from *The Knights Hospitaller: A Military History of the Knights of St John*, by John C. Carr.

By now, Rome and most of Italy had become insecure.

Turanshah demanded all of Outremer.

To his surprise and chagrin, everyone did not agree with him.

In 1309, the papacy had split into one in Rome and the other in Avignon.

A few refused, on the grounds of conscience.

Nothing came of the move.

— LESSON 52 —

Personal Pronouns
Indefinite Pronouns

Personal Pronouns

I, me, my, mine

you, your, yours

he, she, him, her, it

his, hers, its

we, us, our, ours

they, them, their, theirs

Subject pronouns: _____

_____ am delighted to be doing grammar.

_____ are delighted to be doing grammar.

_____ is delighted to be doing grammar.

Object pronouns: _____

The walrus splattered water all over _____.

The rain drenched Kim and _____.

Possessive pronouns/possessive adjectives in attributive position: _____

I grabbed _____ umbrella.

The cloud began dropping _____ moisture.

The soaked tourists ran for _____ cars.

Possessive pronouns/possessive adjectives in predicate position: _____

That raincoat is _____.

Those waterproof ponchos are _____.

Indefinite pronouns are pronouns without antecedents.

Singular Indefinite Pronouns

anybody	anyone	anything
everybody	everyone	everything
nobody	no one	nothing
somebody	someone	something
another	other	one
either	neither	each

Everyone _____ in the kitchen.

Nobody _____ in the dining room.

Neither of them _____ in the garden.

Plural Indefinite Pronouns

both, few, many, several

Both _____ cooking eggplants.

A few of the crowd _____ objecting to eggplant.

Several _____ quite happy with the prospect of eggplant.

Singular or Plural Indefinite Pronouns

all, any, most, none, some

All of the fire engines _____ there.

All of the mansion _____ destroyed in the fire.

Is everyone coming to get _____ Christmas present?

Are they all coming to get their Christmas presents?

Exercise 52A: Subject and Object Pronouns

In the following sentences, cross out the incorrect pronoun.

This first set of sentences is from *Number the Stars*, by Lois Lowry.
But if (they / them) are watching (we / us)—if (they / them) see all of (we / us) leave?
And (I / me) have named (he / him) Thor, for the God of Thunder.
“Soon (we / us) will have to add another blanket to your bed,” Mama said one morning as
(her / she) and Annemarie tidied the bedroom.
(She / Her) remembered how (she / her) had stared at the others, frightened, when
(them / they) had stopped (she / her) on the street.
Annemarie called to (him / he) and (him / he) came to the side, his face worried when
(him / he) recognized (she / her) on the dock.

This second set of sentences is from *The Tenant of Wildfell Hall*, by Anne Brontë.
(Me / I) am very much attached to my little friend, and so is (her / she) to (me / I).
“Oh, yes! come in,” said (she / her) (for (me / I) had met (them / they) in the garden.
Millicent told (me / I) (I / me) was the life of the party.
It is (I / me) who have left (they / them).
When (us / we) did meet, it was (he / him) that sought (I / me) out.
But what is (him / he) doing—what is it that keeps (him / he) away?
(I / Me) would not believe (they / them), for (me / I) knew (she / her) better than
(them / they).
Oh, it would be cruel to make (her / she) feel as (me / I) feel now, and know what (me / I)
have known!
(Me / I) was annoyed at the continual injustice (her / she) had done (me / I) from the very
dawn of our acquaintance.
(Him / He) and Lord Lowborough were accompanying Annabella and (I / me) in a long,
delightful ride.

Exercise 52B: Possessive and Indefinite Pronouns

In these sentences, taken from *The House of Mirth*, by Edith Wharton, cross out the incorrect word in each set of parentheses.

“Do let us go and take a peep at the presents before everyone else (leaves / leave) the dining-room!” suggested Miss Farish, linking her arm in her friend’s.

I always say no one (do/does) things better than cousin Grace!

Each of them (want/wants) a creature of a different race.

But at this point one or two belated passengers from the last station forced (his/their/his or her) way into the carriage, and Lily had to retreat to her seat.

The landscape outspread below her seemed an enlargement of her present mood, and she found something of herself in (its/their) calmness, (its/their) breadth, (its/their) long free reaches.

The topmost shelf of every closet (were/was) made to yield up (its/their) secret, cellar and coal-bin (were/was) probed to (its/their) darkest depths and, as a final stage in the lustral rites, the entire house (were/was) swathed in penitential white and deluged with expiatory soapsuds.

Her discretions interested him almost as much as her imprudences: he was so sure that both (were/was) part of the same carefully-elaborated plan.

Under the Georgian porch she paused again, scanning the street for a hansom. None (were/was) in sight.

And I suppose most of the owners of Americana (are/is) not historians either?

To the lady and her acquaintances there (were/was) something heroic in living as though one were much richer than one's bank-book denoted.

It (were/was) the last week in June, and none of her friends (were/was) in town.

Every one (knows/know) you're a thousand times handsomer and cleverer.

The fire, like the lamps, (were/was) never lit except when there (were/was) company.

And there (were/was) everybody talking about you.

There (were/was) something to be done before she left the house.

None of the desultory interests which she dignified with the name of tastes (were/was) pronounced enough to enable her to live contentedly in obscurity.

Some (were/was) in small fragments, the others merely torn in half.

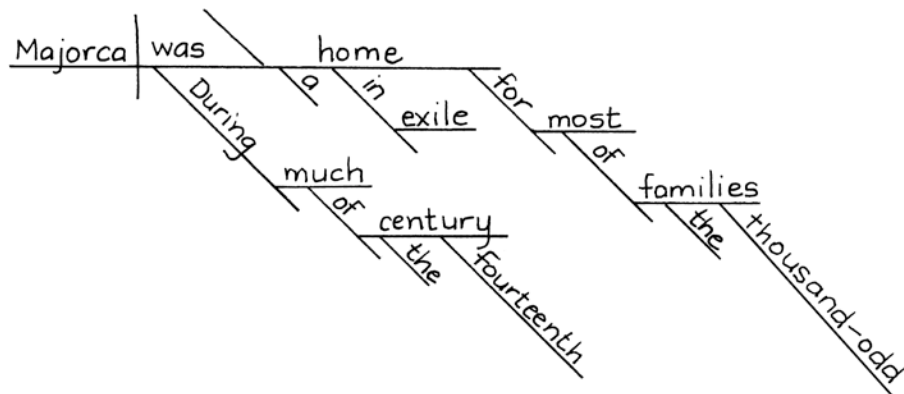
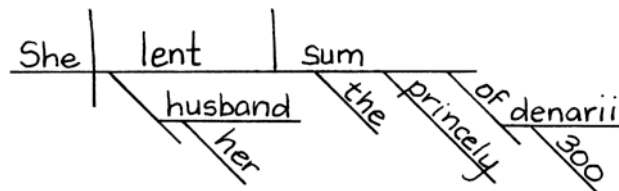
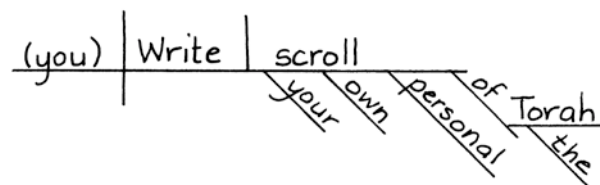
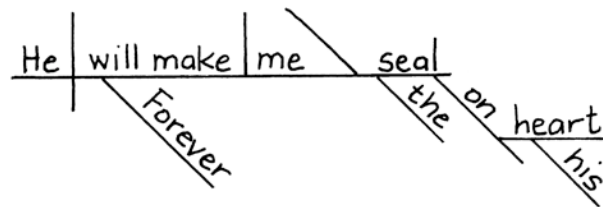
And there (is/are) others who (is/are) afraid of me.

In the center of the table, between the melting marrons glaces and candied cherries, a pyramid of American Beauties lifted (its/their) vigorous stems.

Exercise 52C: Writing Sentences from Diagrams

Use the diagrams below to reconstruct these sentences from Simon Schama's *The Story of the Jews: Finding the Words (1000 BCE—1492)*.

Write the original sentence on the blank below each diagram. Pay careful attention to each part of speech! Punctuate each sentence properly.



Both | were driven
 summarily from city of ancestry
 the of their

All | shouted
 of people with shout
 the a great

ban | came
 the on rituals Then
 all



WEEK 14

Active and Passive Voice

— LESSON 53 —

Principal Parts Troublesome Verbs

She set the set of sorted stuff
Beside the seat where she had sat.

English verbs have three principal parts.

The first principal part is the simple present.

The second principal part is the simple past.

The third principal part of a verb is found by dropping the helping verb from the perfect past.

Exercise 53A: Principal Parts of Verbs

Fill in the chart with the missing forms.

	First Principal Part Present	Second Principal Part Past	Third Principal Part Past Participle
I	provide		
I		split	
I		drove	
I			tried
I	watch		
I			flown
I	live		
I		played	

Troublesome Irregular Verbs

Verb	Principal Parts	Definition
sit	(sit, sat, sat)	to rest or be seated
set	(set, set, set)	to put or place something
lie	(lie, lay, lain)	to rest or recline
lay	(lay, laid, laid)	to put or place something
rise	(rise, rose, risen)	to get up or go up
raise	(raise, raised, raised)	to cause something to go up or grow up
let	(let, let, let)	to allow
leave	(leave, left, left)	to go away from or allow to remain

Exercise 53B: Using Correct Verbs

Choose the correct verb in parentheses. Cross out the incorrect verb.

First thing in the morning on July 1, Lea's father (rose/raised) the flag outside their Whistler house.

He (let/left) Lea alone until ten o'clock and (let/left) her sleep late.

Lea loves to (lay/lie) in bed a little longer on holiday mornings.

Her father (rose/raised) early to celebrate Canada Day!

Lea's father (lay/laid) out a special breakfast of beaver tails—fried dough with cinnamon and sugar.

Lea had (laid/lain) out her favorite red and white clothes the night before.

Lea and her father (set/sat) at the table, eating breakfast and listening to Leonard Cohen and Feist.

Afterwards, Lea (set/sat) out cupcakes for her friends to decorate.

Sprinkles, red and white frosting, candy maple leafs, and tiny Canadian flags all (lay/laid) ready to be used!

Exercise 53C: Correct Forms of Troublesome Verbs

Fill in the blanks with the correct form of the indicated verb.

He went to work in a foundry pouring molten iron where the work was steady and backbreaking, but he simply could not be home often and yet he still _____ his boys responsibly. (raise, simple past)

Bill was _____ in the segregated South and saw strict limitations for black people there compared to when he moved to Oakland, California. (raise, past participle)

After being incarcerated, he converted to Islam through his brother's encouragement and then _____ within the ranks of Elijah Muhammad's Nation of Islam organization called Black Muslims. (rise, simple past)

Despite his hard work, Bill _____ the university in 1956, 16 credits shy of graduation. (leave, simple past)

But Swegle _____ the players play and his coaching really involved merely substituting. (let, simple past)

—Murry R. Nelson, *Bill Russell: A Biography*

He wondered what Iktomi would do, thus he _____ still where he fell.
(lie, simple past)

Saying this, he _____ a firm hand upon the muskrat's shoulder, and started off along the edge of the lake. (lay, simple past)

A man in buckskins _____ upon the top of a little hillock. (sit, simple past)

Wordless, the avenger ate in silence the food _____ before him on the ground.
(set, past participle)

She did not wish a guest in her dwelling _____ upon the bare hard ground. (sit, present infinitive)

—Zitkala-Sa, *Old Indian Legends: Stories from the Dakotas*

Exercise 53D: Proofreading for Correct Verb Usage

The following excerpts are from *Prairie Gothic: The Story of a West Texas Family*, by John R. Erickson. Find and correct sixteen errors in verb usage by crossing out the incorrect verbs and writing the correct forms above them. Be careful—some sentences might not have any errors at all, and others might have more than one!

The original house set on several acres of land where a windmill provided water for the house as well as for chickens and several milk cows, a big garden, and an orchard of fruit trees.

We rose ducks, rabbits, and chickens in the back yard, and from her I was learned to wring a chicken's neck and pluck the feathers after dipping the bird into boiling water, skills she had been learned from her mother and grandmother. We rose a garden, collected horned toads, and hanged out the weekly wash on the clothesline.

On thousands of nights we have unrolled our bedrolls, lying them side by side, out under the stars.

Olive had been risen on a ranch that had plenty of rattlers and she should have known what to do: set down, stay calm, grit your teeth and look the other way while a rescuer went through the gory process of trying to save your life.

Into her eighties, she writted letters that would be the envy of any college graduate: words wrote in a precise hand, lines that couldn't have been straighter if they had been lain out with a ruler, and whole pages that contained no misspellings, ink smudges, coffee stains, or cross-outs.

Neither lawman had a chance to saw what was coming, and both laid dead on the floor.

I had arrived just in time for supper and Mrs. Tennill had already sat two places at Grandmother's big rectangular dining table, which looked out on the green expanse of the back yard.

I soon realized that the death of Martha Sherman, a story that had lain half-forgotten in the memory of my family, was a major news event on the Texas frontier in the winter of 1860-1861.

But make that same drive in a drought year and you might see snowplows pushing dunes of red sand off the highways, and tumbleweed cannonballs snapping power lines and lying barbed wire fence on the ground—this my mother remembered during the drought of the 1930s.

— LESSON 54 —

Verb Tense

Active and Passive Voice

present	simple
past	progressive
future	perfect

A simple verb simply tells whether an action takes place in the past, present, or future.

A progressive verb describes an ongoing or continuous action.

A perfect verb describes an action which has been completed before another action takes place.

Exercise 54A: Reviewing Tenses

Write the tense of each underlined verb above it. These two excerpts are from the Sherlock Holmes story “A Scandal in Bohemia,” by Arthur Conan Doyle. The first is done for you.

One night—it was on the twentieth of March, 1888—I ^{progressive past} was returning from a journey to a patient (for I had now returned to civil practice), when my way led me through Baker Street. As I passed the well-remembered door, which must always be associated in my mind with my wooing, and with the dark incidents of the Study in Scarlet, I was seized with a keen desire to see Holmes again, and to know how he was employing his extraordinary powers.

I was already deeply interested in his inquiry, for, though it was surrounded by none of the grim and strange features which were associated with the two crimes which I have already recorded, still, the nature of the case and the exalted station of his client gave it a character of its own.

We both thought the best resource was flight, when pursued by so formidable an antagonist; so you will find the nest empty when you call. As to the photograph, your client may rest in peace. I love and am loved by a better man than he. The King may do what he will without hindrance from one whom he has cruelly wronged.

The door had been fastened upon the inner side, and the windows were blocked by old-fashioned shutters with broad iron bars.

He fastened the door upon the inner side.

In a sentence with an active verb, the subject performs the action.

In a sentence with a passive verb, the subject receives the action.

I punched you.

You were punched by me.

The Egyptians constructed pyramids.

Pyramids were constructed.

Pyramids were constructed by the Egyptians.

Active Verb**Present**

Freddy tricks the alligator.

Passive Verb**is/are + past participle**

The alligator is tricked by Freddy.

The paper was made in Bohemia.

I was still balancing the matter in my mind.

I will rejoin you in ten minutes.

Exercise 54C: Forming the Active and Passive Voice

Fill in the chart below, rewriting each sentence so that it appears in both the active and the passive voice. Be sure to keep the tense the same. The first is done for you.

ACTIVE	PASSIVE
Modern detectives, unlike policemen, don't wear uniforms.	Uniforms aren't worn by modern detectives, unlike policemen.
	Suspects and witnesses are interviewed by detectives as part of case investigation.
Homicide units assign murder cases to detectives.	
Detectives often set aside cases that have no evidence, no witnesses, and no suspects.	
Detectives "clear" cases when they arrest a suspect and send them to trial.	
	In modern detective work, DNA is often used to help identify the perpetrators of crimes.

— LESSON 55 —

Parts of the Sentence
Active and Passive Voice

Many other advantages were enumerated.

The poorer tenants will have something valuable of their own.

The proposal is wholly new and has something solid and real.

The squire will grow popular among his tenants.

I have no personal interest in the promotion of the necessary work.

— LESSON 56 —

Active and Passive Voice Transitive and Intransitive Verbs

Active Voice

Present

The farmer grows wheat.

Past

I made a cake.

Future

The princess will keep the key.

Progressive Present

The farmer is growing wheat.

Progressive Past

I was making a cake.

Progressive Future

The princess will be keeping the key.

Perfect Present

The farmer has grown wheat.

Perfect Past

I had made a cake.

Perfect Future

The princess will have kept the key.

I laugh out loud.

The baby slept soundly.

The queen will sit in the front row.

He died.

transire (Latin for “to pass over”)

Transitive verbs express action that is received by some person or thing.

Intransitive verbs express action that is not received by any person or thing.

Common Intransitive Verbs

cough	go	arrive
sit	lie	rise
shine	sneeze	am, is, are, was, were

Common Transitive Verbs

love	eat	help
set	lay	raise
cut	hug	save

I am sitting on the front porch.

Passive Voice

am/is/are + past participle

Wheat is grown by the farmer.

was/were + past participle

The cake was made by me.

will be + past participle

The key will be kept by the princess.

is/are being + past participle

Wheat is being grown by the farmer.

was/were being + past participle

The cake was being made by me.

will be being + past participle

The key will be being kept by the princess.

has/have been + past participle

Wheat has been grown by the farmer.

had been + past participle

The cake had been made by me.

will have been + past participle

The key will have been kept by the princess.

I lay down on the grass.
I will have risen early in the morning.
I am setting the heavy box down.
I laid my weary head on my arms.
I will have raised my hand at least once by the end of class.

Verbs That Can Be Used As Transitive or Intransitive

turn	break	speak
fly	run	spread
taste	eat	sing

The cook turns the meat on the spit.
I will spread gochujang mayonnaise on the burger bun.
He is singing a difficult aria.
The captain turned towards the sunset.
The mist spread across the river's surface.
He's singing in the shower.
The cook turns the meat on the spit.

I will spread gochujang mayonnaise on the burger bun.

He is singing a difficult aria.

Exercise 56A: Transitive and Intransitive Verbs

Find each verb serving as a predicate in the following sentences and underline it twice. Underline each subject of the predicate once. Write *T* above each transitive verb and *IT* above each intransitive verb. Circle the direct object of each transitive verb.

These sentences are adapted from *Viet Nam: A History from Earliest Times to the Present*, by Ben Kiernan.

Beginning around 14,000 BCE, the Hoabinhian people ate wild cattle, water buffalo, rhinoceros, forest birds, turtles, tortoise, shellfish, and uncultivated, or “wild,” rice.
In happier times, carefree, they ate and slept.
Now, robbed of water, they fear for their land.
The catfish confessed its theft, paid the frogs' cost, and submitted to exile.

Dinh Bo Linh enjoyed less success in his effort to win domestic legitimacy.

Dinh Bo Linh governed by fear.

Dinh Bo Linh's people feared him.

The scene was set for the brief emergence of a new, separate kingdom.

Its Confucian elite ran its own affairs and challenged imperial control.

The Ming invasion of 1406-7 came on the pretext of restoring the Tran dynasty.

Imperial armies overthrew and captured Ho Quy Ly.

The Ming destroyed all records of Dai Viet governance.

A flood of neo-Confucianism washed over the country.

Inland, Chinese ran mining enterprises near the northern border.

Over the ensuing centuries Jiao's population adopted more of the northern culture and system of government.

These two regimes fought wars on other fronts.

The weekly newspaper Trung Bac Tan Van (Central and Northern News) ran continuously from 1919 until 1945.

By early 1968, the 80,000 PAVN troops in the South were fighting alongside 160,000 NLF infantry and service troops.

Exercise 56B: Active and Passive Verbs

In the blanks below, rewrite each sentence with an active verb so that the verb is passive. Rewrite each sentence with a passive verb so that the verb is active. You may need to add or rearrange words or phrases to make the sentences grammatical!

These sentences are slightly adapted from *Vietnam: Journeys of Body, Mind, and Spirit*, by Van Huy Nguyen and Laurel Kendall.

The Kinh welcome the solar new year with people all over the globe.

Each person, each family, and Vietnamese society as a whole approach the new year as a time of fresh aspiration and hope.

If the solar new year can be considered the government's Tet, the lunar new year is considered the family's Tet.

Each family prepares offerings to worship ancestors.

According to tradition, visits are made and gifts are distributed during the week before Tet.

On New Year's Eve they will burn votive paper money.

Vendors set their wares on the pavement under red banners declaring "Tet Shop" or "Happy New Year."

Exercise 56C: Diagramming

On your own paper, diagram every word in the following sentences. They are slightly condensed from *Vietnam (Cultures of the World)*, by Audrey Seah and Charissa M. Nair.

The water level has been raised by silt deposits on the riverbeds.

Subsequent dynasties repaired and added more canals to the network and created a system of irrigation and flood control.

Vietnam's indented eastern coastline extends from the Gulf of Tonkin to the South China Sea, past the Mekong delta, and reaches the Gulf of Thailand.

At its narrowest point, the distance between its border with Laos in the west and the South China Sea in the east is only 31 miles.



WEEK 15

Specialized Pronouns

— LESSON 57 —

Parts of Speech

Parts of the Sentence

Intensive and Reflexive Pronouns

Anita made herself a huge brownie sundae!

Reflexive pronouns refer back to the subject.

Usually, reflexive pronouns act like objects.

Part of speech is a term that explains what a word does.

Part of the sentence is a term that explains how a word functions in a sentence.

He adapted himself to their knowledge.

He gave himself a task.

He praises in himself what he blames in others.

myself, himself, herself, itself, yourself, yourselves, ourselves, themselves

Intensive pronouns emphasize a noun or another pronoun.

The Queen of England herself gave the speech.

The Queen of England gave the speech herself.

DO

The Queen of England gave herself.

IO

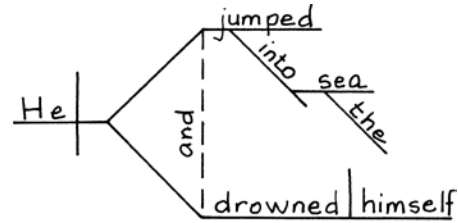
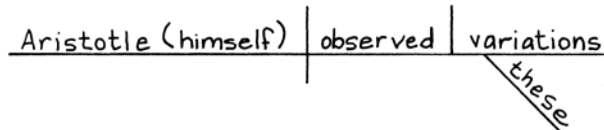
The Queen of England gave herself the speech.

OP

The Queen of England gave the speech to herself.

Aristotle himself observed these variations.

He jumped into the sea and drowned himself.



Do NOT use themselves, hisself, or ourself.

Diana and myself cooked a casserole.

Diana and I cooked a casserole.

I myself cooked a casserole.

Take care of yourself.

Exercise 57A: Identifying Intensive and Reflexive Pronouns

Underline the intensive and reflexive pronouns in the following sentences. Above each pronoun, write *I* for intensive or *R* for reflexive. If the pronoun is reflexive, also mark it as *DO* (direct object), *IO* (indirect object), or *OP* (object of the preposition). The first is done for you.

The good woman let go with a smile, and Louise found herself alone.

But when the son received his father well, the old man was beside himself with joy.

They would also cook themselves, and wait upon each other.

Throughout the work are feeble poetic epigrams composed by the compiler himself.

The race lies between Master Schummel and yourself.

No one knows me better than I know myself.

How comes it that you have produced nothing of value yourself?

He convicted of ignorance those who had a great opinion of themselves.

I made up my mind to go myself.

Between ourselves, you owe your wife a great deal.

It would be strange indeed if I should torture myself, and make of myself something which I am not, and hide myself beneath a character foreign to me.

Exercise 57B: Using Intensive and Reflexive Pronouns Correctly

Each of the following sentences contains errors in the usage of intensive and reflexive pronouns. Cross out the incorrect word and write the correction above it.

- He was quite beside hisself.
- We had seated ourselves round the table.
- You yourself did myself the honor to say that you wished myself to be *fully* informed.
- Then I go away for a little time and leave them to theirselves.
- Our assignment of himself to the third century is based merely on the fact that he quotes writers of the second, and is hisself in turn cited by somewhat later authors.
- On the contrary, himself thought the ideal and the practical life perfectly compatible, and himself strove to unite in himself the poet and the man of affairs.

Exercise 57C: Diagramming Intensive and Reflexive Pronouns

On your own paper, diagram every word in the following sentences, taken from *The Library of the World's Best Literature, Ancient and Modern*, Vol. 12, ed. Charles Dudley Warner.

- I myself suffer from a different kind of education.
- In the first place, I was ashamed of myself.
- He prided himself on his simple manner of living, and never exacted any pay.
- His love for the Northern seas shows itself in his poetry and prose.

— LESSON 58 —

Demonstrative Pronouns
Demonstrative Adjectives

Questions	Punch lines
What did the teacher say to make the student eat his quiz?	That opens up a whole new can of worms.
What did the customer in the butcher shop hear that scared him?	This will be a piece of cake!
What did the fisherman say when he dropped his bucket of bait?	These cost an arm and a leg.

Demonstrative pronouns demonstrate or point out something. They can take the place of a single word or a group of words.

this, that, these, those

“Your cousin wrote this,” said Aunt Alexandra. “He was a beautiful character.”

“Didn’t know it was this dark. Didn’t look like it’d be this dark earlier in the evening.”

Demonstrative adjectives modify nouns and answer the question *which one*.

That was the only time I ever heard Atticus say it was a sin to do something . . .

“I destroyed his last shred of credibility at that trial, if he had any to begin with.”

It was times like these when I thought my father, who hated guns and had never been to any wars, was the bravest man who ever lived.

I was beginning to notice a subtle change in my father these days, that came out when he talked with Aunt Alexandra.

“Dill, those were his own witnesses.”

Mrs. Merriweather was one of those childless adults who find it necessary to assume a different tone of voice when speaking to children.

Those | were | witnesses
his | own

Mrs. Merriweather | was | one
of | adults
those | childless

(The above sentences are from *To Kill a Mockingbird*, by Harper Lee.)

Did you see the coaster? That is one scary ride.

Raindrops on roses and whiskers on kittens, bright copper kettles and warm woolen mittens, brown paper packages tied up with strings—these are a few of my favorite things.

Exercise 58A: Demonstrative Pronouns and Demonstrative Adjectives

In the sentences below, label every occurrence of *this*, *that*, *these*, and *those* as either *DP* (demonstrative pronoun) or *DA* (demonstrative adjective). Draw an arrow from each demonstrative adjective to the noun it modifies. Label each demonstrative pronoun as *S* (subject), *DO* (direct object), *IO* (indirect object), or *OP* (object of the preposition).

These sentences are taken from *World of Warcraft and Philosophy: Wrath of the Philosopher King*, ed. Luke Cuddy and John Nordlinger.

And this is when weird things can happen.

How can we even begin to think of this?

Thus they are no longer “non-specified members of that other community,” making their fights more personal than political.

Plato then proceeds to discuss what it would be like for one of these people to be freed, and roam outside of the cave.

I want to know what’s on the other side of those hills.

Those occupying the hypothetical “original position” ensure fairness of society for all citizens.

However, these only function as driving licenses for the shiny siege weapons.

Boredom, he believed, was the worst of these, calling it “the root of all evil.”

The story of *Warcraft II* is obviously a continuation of that.

That is guided by the game mechanics.

Since prices and goods within WoW are so similar to those seen on Earth, we should be able to measure the value generated by Blood Elves just like we measure the value generated by actual people.

Of course, this situation is unrealistic, as no reasonable entrepreneur would open a hobby store surrounded by eleven others.

But if Ner’zhul knew this, he would have no reason to trust Kil’jaeden.

These two models are very troublesome.

Exercise 58B: Demonstrative Pronouns

In the blank beneath each sentence, write a possible description of the thing or person that the underlined demonstrative pronoun stands for. Make sure to choose the correct number. (And use your imagination.)

Those are my least favorite ever.

That is the most spectacular thing I have ever seen.

This is truly horrifying.

These should just be thrown away immediately.

Exercise 58C: Diagramming

On your own paper, diagram every word in the following three sentences, taken from *What Is Your Quest?: From Adventure Games to Interactive Books*, by Anastasia Salter.

In text-only games, this is the only description available.

This take-it-or-leave-it avatar is not typical of other styles of games.

The campaign focused on the involvement of those creators and a return to the narrative.

— LESSON 59 —

Demonstrative Pronouns

Demonstrative Adjectives

Interrogative Pronouns

Interrogative Adjectives

Interrogative pronouns take the place of nouns in questions.

who, whom, whose, which, what

“Who started this?” said Uncle Jack.

“Talk like what in front of whom?” he asked.

Whose is that blanket?

Which is correct?

Whose blanket is missing?

What madness is this?

Which shoes are yours?

Interrogative adjectives modify nouns.

REMEMBER #1: Don't confuse *whose* and *who's*.

Whose orange flip-flops are those?

Who's cooking dinner?

Interrogative pronoun

Contraction of who is

I don't know whose/who's coming to dinner.

Whose/who's plate is still empty?

REMEMBER #2: Use *whom* as an object and *who* as a subject or predicate nominative.

CORRECT

Who started this?

She started this. They started this. I started this.

Jack started this.

Talk like what in front of whom?

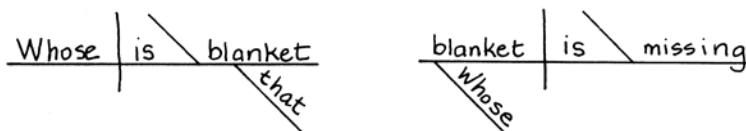
In front of him? In front of her? In front of them?

In front of Jack?

Whom/Who is calling?

To whom/who did you speak?

REMEMBER #3: Diagram interrogative adjectives like any other adjective, and diagram interrogative pronouns like any other pronoun.

**Exercise 59A: Identifying Demonstrative and Interrogative Pronouns**

Underline all of the demonstrative and interrogative pronouns in the sentences. There may be more than one in each sentence.

These sentences are taken from *Japanese Fairy Tales*, compiled by Yei Theodora Ozaki.

"They have stood outside this house through the winter and the summer, often denying themselves food and sleep so they may win you. What more can you demand?"

"I shall soon take my leave if you will give me the big box—that is all I want!"

The insignia of the great Japanese Empire is composed of three treasures. These are the Yata-no-Kagami or the Mirror of Yata, the Yasakami-no-Magatama or the Jewel of Yasakami, and the Murakumo-no-Tsurugi or the Sword of Murakumo.

"This is no ordinary child. Whose can he be? I will find out before this day is done."

All the animals, those he had tamed to serve him, the bear, the deer, the monkey, and the hare, came to ask if they might attend him as usual.

But which was the way? He could not find it alone!

Slowly, very slowly, he untied the red silk cord, slowly and wonderingly he lifted the lid of the precious box. And what did he find? Strange to say only a beautiful little purple cloud rose out of the box in three soft wisps.

“That is good,” said the old man. He then washed his feet in a basin of water and stepped up to the veranda.

These were placed before the old man, and the Lady Sparrow asked him to choose whichever he liked for a present, which she wished to give him.

“But next to you then, who is the strongest?”

Exercise 59B: Using Interrogative and Demonstrative Pronouns Correctly

Choose the correct word in parentheses. Cross out the incorrect word.

(These / Those) are my suitcases right here, so (these / those) must be Akari's suitcases next to the check-in counter.

(Whose / Who's) excited about flying to Tokyo tonight?

(Who's / Whose) sitting in the exit row of the plane?

(Who / Whom) is planning to take the day trip to Mount Fuji with me?

(This / These) is Akari's favorite travel pillow.

(Whose / Who's) are these blankets?

(Who / Whom) did she ask to meet us at the airport?

(Who / Whom) did you invite to dinner?

(Who / Whom) is leading the Tokyo biking tour on Thursday?

(Who / What) is the name of the guide of the walking tour of Omoide Yokochō?

With (who / whom) will you eat dinner on Friday?

(This / These) has been a very smooth plane ride.

Exercise 59C: Diagramming Interrogative and Demonstrative Pronouns

On your own paper, diagram the following sentences.

Whose are these lovely summer yukatas?

She bought what?

She carefully packed a suitcase of this and that.

Who wore this?

For whom were these shoes made?

Which is the best fish market in Tokyo?

You must try this octopus and those shrimp!

— LESSON 60 —

Pronoun Review Sentences Beginning with Adverbs

A pronoun takes the place of a noun.

An antecedent is the noun that is replaced by the pronoun.

Personal Pronouns

I, me, my, mine,
you, your, yours
he, she, him, her, it
his, hers, its
we, us, our, ours,
they, them, their, theirs

Indefinite pronouns are pronouns without antecedents.

Singular

anybody	anyone	anything
everybody	everyone	everything
nobody	no one	nothing
somebody	someone	something
another	other	one
either	neither	each

Plural

both	few	many	several
------	-----	------	---------

Singular or Plural

all	any	most	none	some
-----	-----	------	------	------

Reflexive pronouns refer back to the subject.

myself, himself, herself, itself, yourself, yourselves, ourselves, themselves

She tripped and hurt herself.

She herself tripped.

Intensive pronouns emphasize a noun or another pronoun.

Demonstrative pronouns demonstrate or point out something. They can take the place of a single word or a group of words.

this, that, these, those

Interrogative pronouns take the place of nouns in questions.

who, whom, whose, which, what

Interrogative adjectives modify nouns.

What are you doing? Don't you know what direction to go?

That is she.

What is that?

Which is yours?

Where are you?

There you are.

So it is.

That | is \ she

What | is \ that

Which | is \ yours

Three sets of handwriting practice lines, each consisting of a horizontal line with a vertical line intersecting it, and a diagonal line extending from the intersection point downwards and to the right.

Exercise 60A: Singular/Plural Indefinite Pronouns

Cross out the incorrect verb in each sentence. These are slightly adapted from *The Autobiography of Benjamin Franklin*, which is (you'll be surprised to hear) by Benjamin Franklin.

Not all of the wagons (were/ was) in serviceable condition.

None of the provisions (are/ is) left.

Some of them (were/ was) very unhappy.

Some of the hasty pudding (were/ was) left.

Some of my faults (were/ was) corrected.

I put down on paper my thoughts as they occurred. Most (are/ is) now lost.

Most (were/ was) men of property.

I asked for reassurance, but none (was/ were) forthcoming.

Exercise 60B: Interrogatives and Demonstratives

In each of the following sentences, underline the interrogatives and demonstratives. If they are acting as adjectives, draw a line from each to the noun it modifies. If they are acting as other parts of the sentence, label them (*S* for subject, *DO* for direct object, *IO* for indirect object, or *OP* for object of the preposition).

These sentences are also from *The Autobiography of Benjamin Franklin*.

What do you intend to infer from that?

What good shall I do this day?

That amounts to nothing.

Whose shop is next door?

These were not the governor's letters!

And, perhaps, this might be one occasion of the differences we began to have about this time.

My time for these exercises and for reading was at night, after work or before it began in the morning,

I will give you what account I can of them at this distance from my papers, and if these are not lost in my absence, you will among them find many more particulars.

Exercise 60C: Diagramming Practice

On your own paper, diagram every word of the following sentences, also taken from *The Autobiography of Benjamin Franklin*.

Some of my descendants may follow this example, and reap the benefit.

Where should I look for my night's lodging?

There are no gains without pains.

Our mutual affection was revived, but there were now great objections to our union.



— REVIEW 5 —

Weeks 13-15

Topics

Pronouns and Antecedents

Possessive Pronouns

Subject and Object Pronouns

Indefinite Pronouns (and Subject-Verb Agreement)

Troublesome Verbs

Active and Passive Voice

Conjugating Passive Voice

Intensive and Reflexive Pronouns

Demonstrative and Interrogative Pronouns

Review 5A: Types of Pronouns

Put each pronoun from the word bank in the correct category. Some words may belong in more than one category.

this	my	many	who
himself	her	which	
those	myself	we	none
all	us	its	
whose	it	them	ourselves
he	these	ours	

Personal Subject	_____	_____	_____
Personal Object	_____	_____	_____
Personal Possessive	_____	_____	_____
Indefinite	_____	_____	_____
Demonstrative	_____	_____	_____
Interrogative	_____	_____	_____
Intensive/Reflexive	_____	_____	_____

Review 5B: Using Correct Pronouns

Cross out the incorrect pronoun in parentheses.

(Whose/Who's) going to help my mother and (I/me) shop at the farmer's market?

(Whose/Who's) basket is sitting over (there/their) with the gooseberries in it?

The first person to suggest we make gooseberry fool was (he/him).

My mother, my sister, and (he/him) were all arguing about (whose/who's) recipe for gooseberry fool is the best.

(There/their) was too much whipped cream in all of (there/their) recipes, and (their/they're) not sure how to fix (their/they're) soupy desserts.

(Who/Whom) would like to use (my/mine) recipe instead?

My father and (I/myself) would prefer to make the new gooseberry fool recipe by (ourselves/ourselves).

(Who/Whom) are (they/them) cooking with tomorrow?

The last two people to finish cooking were (he/him) and (I/me).

(I/me) and (he/him) are cooking the next meal with (who/whom)?

Review 5C: Pronouns and Antecedents

Circle the nineteen personal pronouns (subject, object, and possessive) in the following excerpts from *Sideways Stories from Wayside School*, by Louis Sachar. Draw arrows to each pronoun's antecedent.

Mrs. Jewls hit her head against the wall five times. "How many times did I hit my head against the wall?" she asked.

"One, two, three, four, five, six, seven, eight, nine, ten. You hit your head against the wall ten times," said Joe.

The bell rang, and all the other children came back from recess. The fresh air had made them very excited, and they were laughing and shouting.

"Oh, darn," said Joe. "Now I missed recess."

"Hey, Joe, where were you?" asked John. "You missed a great game of kickball."

"Boy, am I hungry," said Louis. "I don't think Mrs. Gorf would mind if I ate this apple. After all, she always has so many."

He picked up the apple, which was really Mrs. Gorf, shined it up on his shirt, and ate it.

Review 5D: Agreement with Indefinite Pronouns

Choose the correct word in parentheses to agree with the indefinite pronouns. Cross out the incorrect word.

Hardly anyone can park (her or his / their) car close to the restaurant.

No one (enjoys / enjoy) a roast chicken more than I do.

(Is / Are) all of the peaches gone?

(Is / Are) all of the peach cobbler gone?

Some of these containers (hold / holds) cooking oil.

Both (was / were) silent as the meal was served.

(Is / Are) someone paying the bill?

Most of the talking (was / were) done by our host.

Most of the meal (is / are) gone by now.

(Has / Have) all of you finished eating?

(Has / Have) all of the wine been drunk as well?

Review 5E: Distinguishing between Active and Passive Voice

Identify each underlined verb as *A* for active voice or *P* for passive voice. These sentences were taken from *Yes, Chef: A Memoir*, by Marcus Samuelsson.

I have never seen a picture of my mother. _____

The words seem meaningless, except the last is a clue because even today, in rural Ethiopia, girls are not encouraged to go to school. _____

I know this is what she fed us because this is what poor people eat in Ethiopia. _____

I have taught myself the recipes of my mother's people because those foods are for me, as a chef, the easiest connection to the mysteries of who my mother was. _____

When Mom, Dad, and Anna arrived at the customs area, they learned that our flight had been delayed for several hours. _____

In his application, my father promised to raise his adopted children in a good family, one with a dog and a cat, "both very friendly towards children." _____

Mr. Ljungqvist was shaped like a bowling ball, with thick white hair curling from under his black fisherman's cap. _____

Tram conductors who carried trolleys full of commuters were called herring packers. _____

If you were exhausted, you were a dead herring. _____

Ljungqvist's customers bought lots and lots of herring—to poach, pickle, bake, and layer into cheesy, creamy casseroles with leeks and tomatoes. _____

Review 5F: Troublesome Verbs

Choose the correct verb form in parentheses. Cross out the incorrect forms. These sentences were taken from *Life, on the Line: A Chef's Story of Chasing Greatness, Facing Death, and Redefining the Way We Eat*, by Grant Achatz and Nick Kokonas.

Before she could agree Michael glided over to the light, (raised/rose) his arm to the bulb, and snapped his fingers.

I fired up the stove, (sat/set) my cutting board in place, and composed a couple of bains-marie with essential tools.

And of course, the ice cream had to be made, spun, (laid/lain) out in trays, frozen, and then punched out with a ring cutter and immediately refrozen.

After (setting/sitting) in Central Park for a bit we made our way to Cru.

It is the story of a man who (raised/rose) to the top of his chosen profession by working incredibly long hours and paying meticulous attention to detail to produce food in the best way he could.

He flopped his coat on the back of one of my dining room chairs and (lay/laid) out a few sheets of paper.

But the genius of the dish (lay/laid) in the use of the warmed vanilla bean as an aromatic handle.

A group of burgundy books (sat/set) on the shelf like a red siren flashing at me.

Without breaking stride he slid over to the dish machine, and again using his free hand, squeegeed the water off the rack, and starting (lying/laying) plates down.

I have been looking for about six months for a spot that would (let/leave) me produce my own food.

My overall plan for (raising/rising) the money for the restaurant was pretty simple.

He said good morning as he passed, began (sitting/setting) up his station, and then slid next to me.



WEEK 10

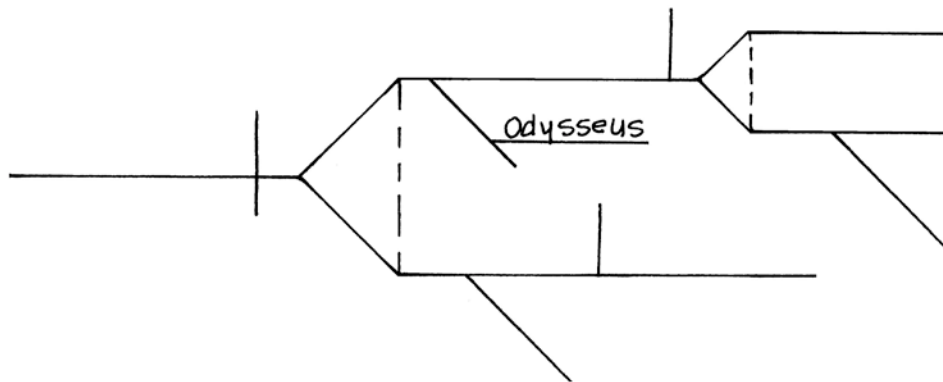
Completing the Sentence

— LESSON 37 —

Direct Objects

Indirect Objects

She gave **Odysseus** bread and sweet wine and sent him forth.



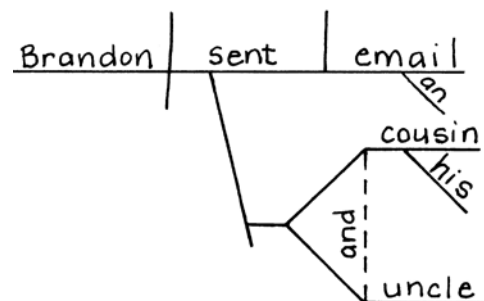
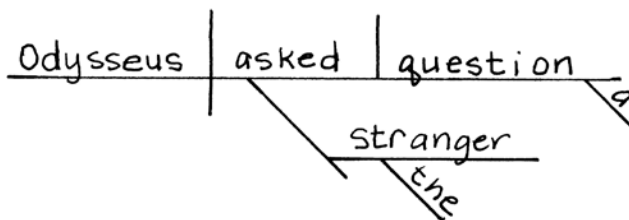
A direct object receives the action of the verb.

An indirect object is the noun or pronoun for whom or to whom an action is done.

An indirect object comes between the action verb and the direct object.

Odysseus asked the stranger a question.

Brandon sent his cousin and uncle an email.



Exercise 37A: Identifying Direct Objects

Underline the action verbs and circle the direct objects in these sentences. Remember that you can always eliminate prepositional phrases first if that makes the task easier.

The sentences are adapted from May R. Berenbaum's *Bugs in the System: Insects and Their Impact on Human Affairs*.

Linnaeus described only about 2,000 species of insects.

Some insects carry metamorphosis to an extreme and undergo major anatomical modification with each and every molt.

Like most higher animals, insects perceive information about their environment through the nervous system.

These alarm pheromones can evoke different responses through the content and composition of the secretion.

With all the cooperative workers, a queen bee can raise literally thousands of offspring.

Bees have provided useful services.

Exercise 37B: Identifying Direct Objects and Indirect Objects

Underline the direct and indirect objects in the following sentences. Write *DO* for direct object and *IO* for indirect object.

Please bring me the mail.

Marcella will leave George a few cookies.

Will Nermin play us a song on her harp?

That will cost you an arm and a leg!

We are offering Shivani the job tomorrow.

After class, I can teach you the new dance.

Exercise 37C: Diagramming Direct Objects and Indirect Objects

On your own paper, diagram the following sentences.

Buy me a new toy!

I made you a quilt.

He has promised her the moon.

Asher got us some doughnuts.

You owe me a favor.

Can you tell me another story and sing me another song?

Purnama has written her father a long letter.

— LESSON 38 —

State-of-Being Verbs

Linking Verbs

Predicate Adjectives

The tiny, jewel-colored hummingbird is strong and frantically energetic.

A verb shows an action, shows a state of being, links two words together, or helps another verb.

A linking verb connects the subject to a noun, pronoun, or adjective in the complete predicate.

A predicate adjective describes the subject and is found in the complete predicate.

The subject of the sentence is the main word or term that the sentence is about.

The simple subject of the sentence is *just* the main word or term that the sentence is about.

The complete subject of the sentence is the simple subject and all the words that belong to it.

The predicate of the sentence tells something about the subject.

The simple predicate of the sentence is the main verb along with any helping verbs.

The complete predicate of the sentence is the simple predicate and all the words that belong to it.

State-of-Being Verbs

am were

is be

are being

was been

I am.

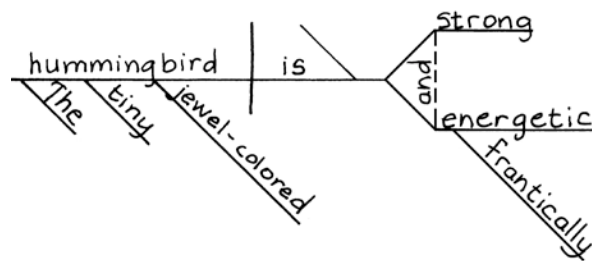
I am hungry.

They are being.

They are being loud.

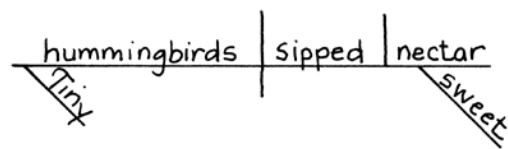
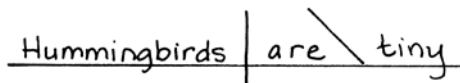
The sunset was.

The sunset was spectacular.



LV PA
Hummingbirds are tiny.

AV DO
Tiny hummingbirds sipped sweet nectar.



Exercise 38A: Action Verbs and Linking Verbs

In the following sentences, underline the subjects once and the predicates twice. If the predicate is a linking verb, write *LV* over it, circle the predicate adjective, and label it *PA*. If the predicate is an action verb, write *AV* over it, circle the direct object, and label it *DO*. The first is done for you.

These sentences are slightly condensed from *Flatland: A Romance of Many Dimensions*, by Edwin A. Abbott.

AV DO
I admit the truth of your critic's facts.

During my slumber I had a dream.

All our lines are EQUALLY and INFINITESIMALLY thick.

Straight Lines are in many important respects superior to the Circles.

Many-sidedness was almost essential as a pretext for the Innovators.

All, except the Isosceles, were either neutral or averse to the Bill.

I heard the sound of many voices in the street.

The sights tantalized and tempted me to outspoken treason.

BRIGHTNESS, as well as length, is necessary to the existence of a Line.

On the reply to this question I am ready to stake everything.

Once or twice I even spoke the forbidden terms “the Third and Fourth Dimensions.”

A third appeal on my part was equally ineffectual.

The Working Men they spared but decimated.

Exercise 38B: Diagramming Direct Objects and Predicate Adjectives

On your own paper, diagram ONLY the subjects, predicates, and direct objects or predicate adjectives (along with any conjunctions used to connect compounds) from the sentences in Exercise 38A.

— LESSON 39 —

Linking Verbs

Predicate Adjectives

Predicate Nominatives

I am unpopular.

I am a flower.

I am a berry.

A predicate adjective describes the subject and is found in the complete predicate.

A predicate nominative renames the subject and is found in the complete predicate.

I | am \ unpopular

I | am \ berry
e

Iguanas are reptiles.

Iguanas = reptiles (predicate nominative)

Iguanas are scaly.

scaly iguanas (predicate adjective)

reptiles iguanas not a predicate adjective

iguanas ≠ scaly not a predicate nominative

Exercise 39A: Identifying Predicate Nominatives and Adjectives

In the following sentences, underline the subjects once and the predicates twice. Circle the predicate nominatives or adjectives and label each one *PN* for predicate nominative or *PA* for predicate adjective. Draw a line from the predicate nominative or adjective to the subject that it renames or describes. There may be more than one of each.

These sentences are adapted from Noel Streatfeild's *Theater Shoes*.

Her father was an actor, and her mother was and still is an actress.

Your mother was very young and perhaps a little afraid of your grandmother.

The woman was interested and asked about schools.

Mark was not fussy.

Diction and dancing aren't so usual at a boy's school.

The road will be wet.

It was a warm evening.

I am just an old mother.

Exercise 39B: Writing Predicate Nominatives and Adjectives

Finish each sentence in two ways: with a predicate nominative and with a predicate adjective. If you need to use more than one word in a blank to complete your sentence, circle the word that is the predicate nominative or predicate adjective.

The first is done for you.

Football is _____ my favorite sport _____. (predicate nominative)

Football is _____ entertaining _____. (predicate adjective)

My grandmother's jewels are _____. (predicate nominative)

My grandmother's jewels are _____. (predicate adjective)

The elderly passenger was _____. (predicate nominative)

The elderly passenger was _____. (predicate adjective)

The proposed tax is _____. (predicate nominative)

The proposed tax is _____. (predicate adjective)

All the girls at the party were _____. (predicate nominative)

All the girls at the party were _____. (predicate adjective)

That thunder was _____. (predicate nominative)

That thunder was _____. (predicate adjective)

Exercise 39C: Diagramming

On your own paper, diagram every word of the following sentences.

Science can be fascinating.

The speed limit is lower here.

The dark cellar was not inviting.

A golden ticket was an exciting prospect.

Is this book the right one?

Some giants may be friendly.

Be a participant!

Her errors were minor.

— LESSON 40 —

Predicate Adjectives and Predicate Nominatives

Pronouns as Predicate Nominatives

Object Complements

A linking verb connects the subject to a noun, pronoun, or adjective in the complete predicate.

A pronoun takes the place of a noun.

The antecedent is the noun that is replaced by the pronoun.

I	we
you	you (plural)
he, she, it	they

It is I.

The winner is you.

My best friend is she.

It = I

winner = you

friend = she

(plural noun) _____ are we.

(singular noun) _____ has been you.

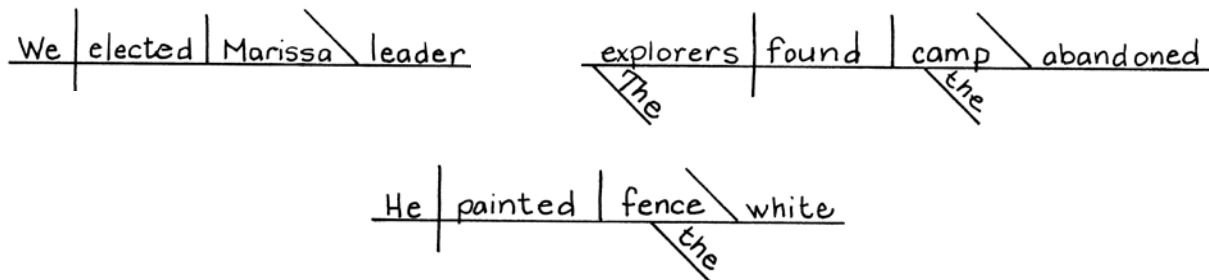
(plural noun) _____ were they.

We elected Marissa leader.

The explorers found the camp abandoned.

He painted the fence white.

An object complement follows the direct object and renames or describes it.



An adjective that comes right before the noun it modifies is in the *attributive position*.

They are user-friendly directions.

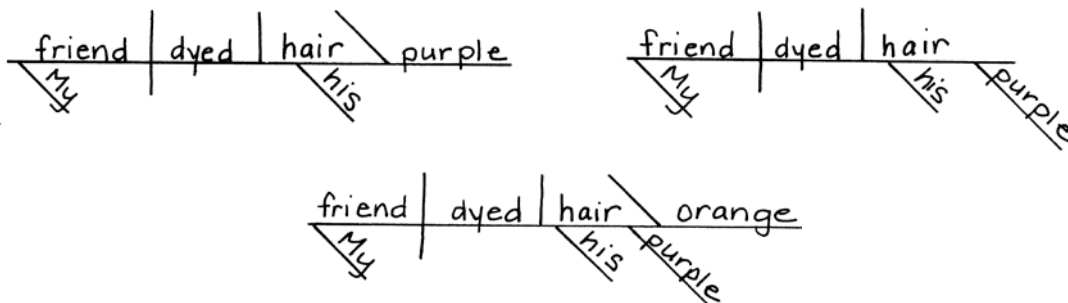
An adjective that follows the noun is in the *predicative position*.

Those directions are user friendly.

My friend dyed his hair purple.

My friend dyed his purple hair.

My friend dyed his purple hair orange.



Exercise 40A: Reviewing Objects and Predicate Adjectives and Nominatives

Identify the underlined words as *DO* for direct object, *IO* for indirect object, *OP* for object of preposition, *PN* for predicate nominative, or *PA* for predicate adjective.

- For each direct object (or direct object/indirect object combination), find and underline twice the action verb that affects it.
- For each object of the preposition, find and circle the preposition to which it belongs.
- For each predicate nominative and predicate adjective, find and draw a box around the linking verb that it follows.
- When you are finished, answer the questions at the end of the selection.

The following passage is from *Where the Red Fern Grows*, by Wilson Rawls. It has been condensed and slightly adapted.

It was always a pleasure to prowls where fishermen had camped. I usually could find things: a fish line, or a forgotten fish pole. On one occasion, I found a beautiful knife stuck in the bark of a sycamore tree, forgotten by a careless fisherman. But on that day, I found a great treasure, a sportsman's magazine, discarded by the campers. It was a real treasure for a country boy.

... The advertisement was from a kennel in Kentucky. I read it over and over. By the time I had memorized the ad, I was seeing dogs, hearing dogs, and even feeling them. The magazine was forgotten. I was lost in thought. The brain of an eleven-year-old boy can dream some fantastic dreams.

... I took the magazine from my pocket and again I read the ad. Slowly a plan began to form. I'd save the money. I could sell the fishermen stuff: crawfish, minnows, and fresh vegetables. In berry season, I could sell all the berries I could pick at my grandfather's store. I could trap in the winter. There was the way to get those pups—save my money.

I could almost feel the pups in my hands. I planned the little doghouse, and where to put it. Collars I could make myself. Somehow, some way, I was determined to have those dogs.

Find the compound adjective in this passage. Write it in the blank below and cross out the incorrect choice.

_____ is in the (attributive/predicative) position.

Exercise 40B: Parts of the Sentence

Label the following in each sentence: *S* (subject), *LV* (linking verb), *AV* (action verb), *DO* (direct object), *OC-A* (object complement-adjective), *OC-N* (object complement-noun), *IO* (indirect object), or *PN* (predicate nominative).

Leave me alone.

Leave me some pizza money.

Arnold pronounced the event a success.

We found the old house easily.

We found the old house empty.

The old house was empty.

Clarice prefers her tea hot.

Clarice prefers water occasionally.

Now for a challenge. A man finds a genie and gives the first order he can think of: “Make me a sandwich!” The genie smiles and replies, “Done! You’re a sandwich.”

Label (as above) the man’s order in two ways—first, how the man intended it, and second, how the genie interpreted it.

Make me a sandwich. (intended meaning)

Make me a sandwich. (genie’s interpretation)

Exercise 40C: Diagramming

On your own paper, diagram the sentences from Exercise 40B, including both versions of the final sentence.



WEEK 11

More About Prepositions

— LESSON 41 —

Prepositions and Prepositional Phrases Adjective Phrases

Prepositions

aboard, about, above, across
after, against, along, among, around, at
before, behind, below, beneath
beside, between, beyond, by
down, during, except, for, from
in, inside, into, like
near, of, off, on, over
past, since, through, throughout
to, toward, under, underneath
until, up, upon
with, within, without

A preposition shows the relationship of a noun or pronoun to another word in the sentence.

A prepositional phrase begins with a preposition and ends with a noun or pronoun.

That noun or pronoun is the object of the preposition.

A phrase is a group of words serving a single grammatical function.

I could have been running away.

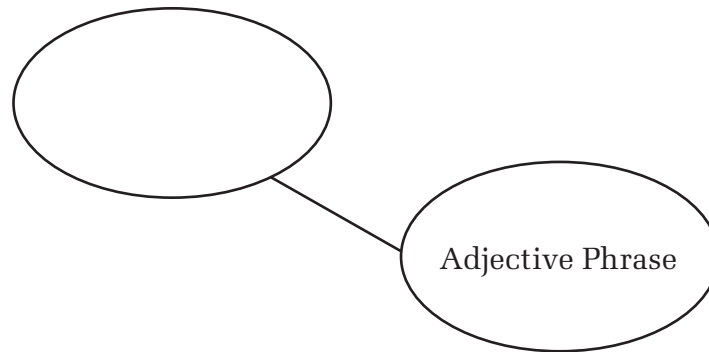
Speed (of) Sound

Ring of Fire

Bridge Over Troubled Water

Time of Your Life

The Sound of Silence



Prepositional phrases that act as adjectives are also called adjective phrases.

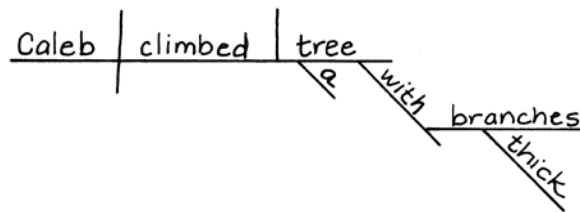
The boy with the freckles was whistling.

The old man on the bench hummed a tune.

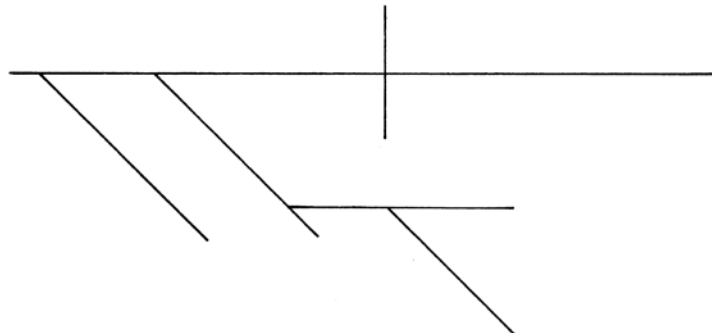
Arthur borrowed a book of mine.

Adjective phrases usually come directly after the words they modify.

Caleb climbed a tree with thick branches.



The children in the house were sleeping.



Exercise 41A: Identifying Adjective Phrases

Underline the adjective phrases in the following sentences. Draw an arrow from each phrase to the word it modifies. The first is done for you.

These sentences are adapted from *What the Robin Knows*, by Jon Young.

Her mother had a special relationship with a robin in her yard.

The feathers of the spotted towhee have little black and white patterns.

Some of it may be more desirable, high-rent terrain, with good access to food, water, and cover, and with relatively less danger from nest robbers and other predators.

You will see the mink and the fox in repose.

The current mystery was the identification of a new woodpecker.

Speed of delivery, intensity, volume, position on landscape, and body language will confirm the alarm.

Knowledge of the territories will clear up any confusion about the alarm responses.

Exercise 41B: Diagramming Adjective Phrases/Review

Diagram each sentence from Exercise 41A on your own paper. Follow this procedure, and ask yourself the suggested questions if necessary.

1. Find the subject and predicate and diagram them first.

What is the verb?

Who or what [verb]?

2. Ask yourself: Is the verb an action verb? If so, look for a direct object.

Who or what receives the action of the verb?

If there is a direct object, check for an indirect object.

To whom or for whom is the action done?

Remember that there may be no direct object or no indirect object—but you can't have an indirect object without a direct object. If there is an indirect object, it will always come between the verb and the direct object.

3. Ask yourself: Is the verb a state-of-being verb? If so, look for a predicate nominative or predicate adjective.

Is there a word after the verb that renames or describes the subject?

4. Find all prepositional phrases. Ask yourself: Whom or what do they describe?

5. Place all other adjectives and adverbs on the diagram. If you have trouble, ask for help.

— LESSON 42 —

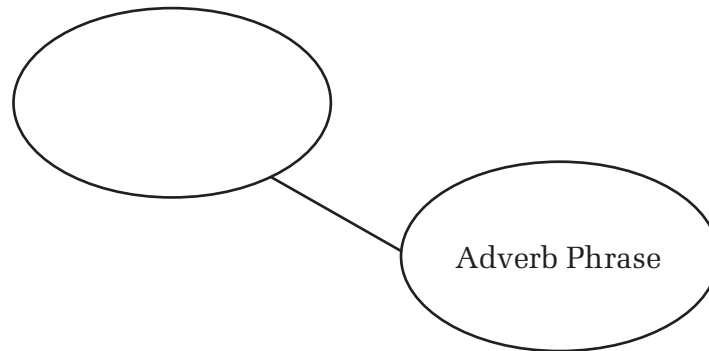
Adjective Phrases

Adverb Phrases

Prepositional phrases that act as adverbs are also called adverb phrases.

An adverb describes a verb, an adjective, or another adverb.

Adverbs tell how, when, where, how often, and to what extent.



Fly Me (to) the Moon

I Fall to Pieces

Wake Me at Sunset

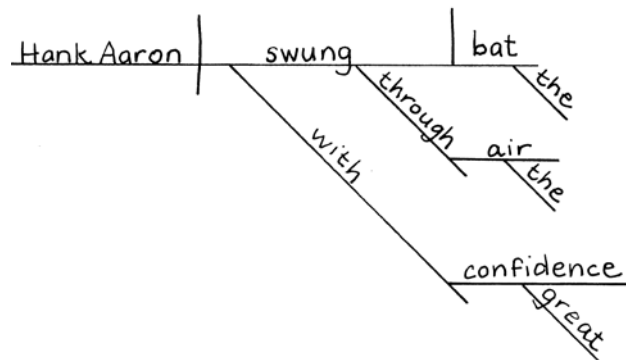
Sitting on the Dock of the Bay

Cameron scuba-dives in Hawaii.

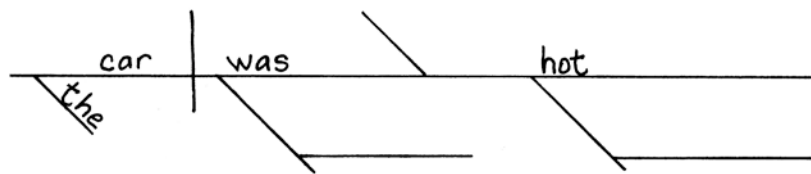
At 6:00 a.m., Cameron wakes.

Adverb phrases can be anywhere in a sentence.

With great confidence, Hank Aaron swung the bat through the air.



In summer, the car was hot beyond belief.



Exercise 42A: Identifying Adverb Phrases

Underline the adverb phrases in the following sentences and circle the preposition that begins each phrase. Draw an arrow from each phrase to the word it modifies. Be careful! There are three adjective phrases hiding in these sentences as well. Don't mistake them for adverbs!

These sentences are adapted from *Pompeii: The Living City*, by Alex Butterworth and Ray Laurence.

The first is done for you.

Tombs have also been found outside the Herculaneum gate.

Abroad, two new provinces had been added to the Empire through skilful diplomacy and well-weighted military pressure.

Jucundus had competitors in Pompeii.

Elite life was conducted within a shame culture.

Amongst the statues, two figures would have caught the eye.

The family gladiators would doubtless have been used in the games.

Bursts of colour exploded beside the city's thoroughfares.

Unlike Augustus's organizations, Nero's new club did not revolve around piety, obedience, conformity, and respect.

Amid the bewilderment, for hours and days there would have been little realistic sense of the eventual final death toll.

On his arrival he befriended Julius Polybius.

In the past these fish had shoaled in large numbers around the rocky headlands of Italy.

At one point, a suit was brought by the entire district against a tax-collector.

Exercise 42B: Diagramming Adverb Phrases

On your own paper, diagram the following five sentences from Exercise 42A.

Jucundus had competitors in Pompeii.

Amongst the statues, two figures would have caught the eye.

Unlike Augustus's organizations, Nero's new club did not revolve around piety, obedience, conformity, and respect.

On his arrival he befriended Julius Polybius.

At one point, a suit was brought by the entire district against a tax-collector.

— LESSON 43 —

Definitions Review Adjective and Adverb Phrases Misplaced Modifiers

An adjective modifies _____.

Adjectives tell _____.

A preposition shows _____
word in the sentence.

A prepositional phrase _____
_____ or pronoun.

_____ object of the preposition.

A phrase is _____ function.

Prepositional phrases that _____
adjective phrases.

Adjective phrases usually _____.

An adverb describes _____.

Adverbs tell _____ extent.

_____ are also
called adverb phrases.

Prepositions

A _____, a _____, a _____, a _____.

A _____, a _____, a _____, a _____, a _____, a _____.

B _____, b _____, b _____, b _____.

B _____, b _____, b _____, b _____.

D _____, d _____, e _____, f _____, f _____.

I _____, i _____, i _____, l _____.

N _____, o _____, o _____, o _____, o _____.

P _____, s _____, t _____, t _____.

T _____, t _____, u _____, u _____.

U _____, u _____, u _____.

W _____, w _____, w _____.

The cat scratched Brock's sister with the striped tail.

A misplaced modifier is an adjective phrase in the wrong place.

The beautiful girl was dancing with the handsome man in the red dress.

On the pizza, Molly ate the mushrooms.

I cut my finger while I was cooking badly.

I saw that the toast was burned with a glance.

I spotted the dog chewing on the sofa leg from the stairs.

Exercise 43A: Distinguishing between Adjective and Adverb Phrases

Underline all the prepositional phrases in the following sentences. Write *ADJ* above the adjective phrases and *ADV* above the adverb phrases. These sentences are adapted from R. G. Collingwood's *Roman Britain*.

The army was permanently distributed along the frontiers.

The Vallum ran from the Tyne above Newcastle to the Solway below Burgh-by-Sands.

For this purpose an entirely new series of forts was created at about this time along the “Saxon Shore.”

The towns of Roman Britain may be conveniently divided into three classes.

Sculptural and architectural fragments of unusually fine quality give an impressive idea of the artistic development of Romanized British taste.

In 367 practically the whole of Britain was overrun by hordes of barbarian invaders.

Sharp angles in the profile of a vessel are replaced by sweeping open curves.

We find a real Romano-British art not in the civilized area of the province, but in the outlying military fringe.

The same desire was certainly at work in the mind of the carver of the tombstone of Flavinus.

The temple of Nodens at Lydney was built on the site of a prehistoric hill-fort in the fourth century.

Exercise 43B: Correcting Misplaced Modifiers

Circle the misplaced adjective and adverb phrases in the following sentences. Draw an arrow to show where the phrase should be.

For some of the sentences, the phrase may make sense where it is—but if a phrase doesn’t communicate what the author wants it to, it is misplaced. Assume that each sentence contains a phrase that is misplaced (that is, a different meaning was intended), correct as instructed above, and explain to your instructor how the placement changes the meaning.

The first is done for you, with a sample explanation provided.

Inside the clock, Daniel watched the huge pendulum swinging back and forth.

Inside the clock as initially placed indicates the place from which Daniel did the watching. In the corrected position, the phrase answers the question “which pendulum?”

The girl fell down on the skating rink in the yellow dress.

The bird above the trees escaped the predator by flying.

I saw six huge birds flying through my car window.

The woman with the worn keys selected the piano.

The man with the fluffy tail tossed the dog a ball.

The student on the flute played “Hot Cross Buns.”

Behind the desk, the teacher knocked over the trash can.

The tiny ship beyond the horizon has sailed to a far-off land.

My friend during the test jumped out of her seat at the sound of the fire alarm.

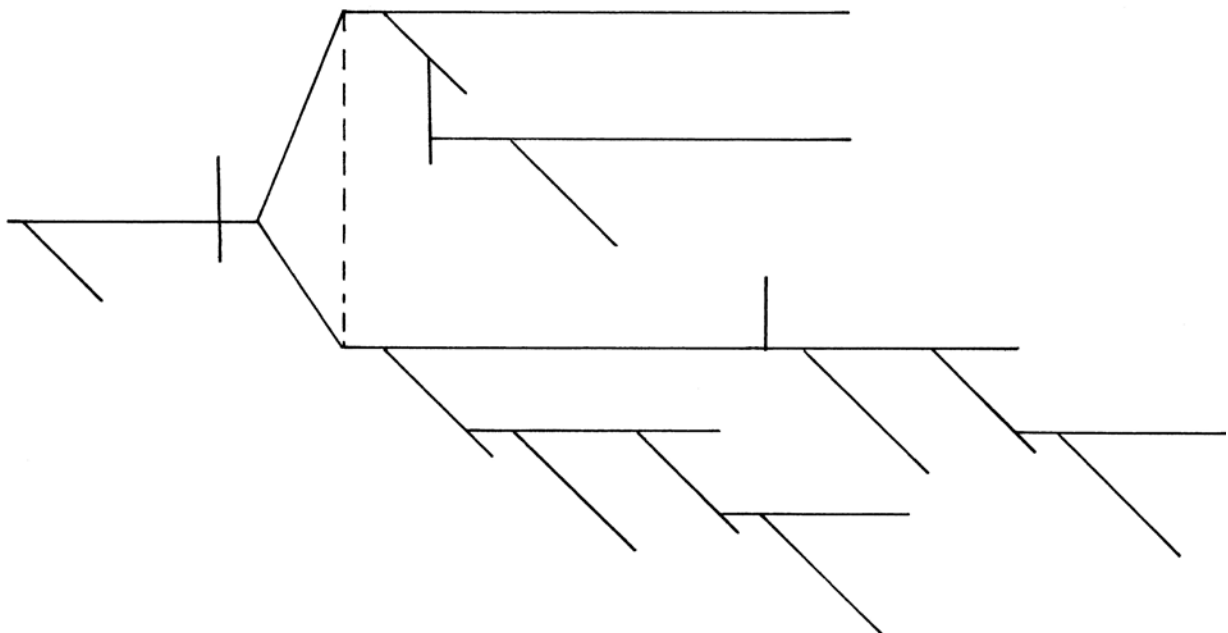
We followed the narrow path to a quaint cottage through the woods.

— LESSON 44 —

Adjective and Adverb Phrases

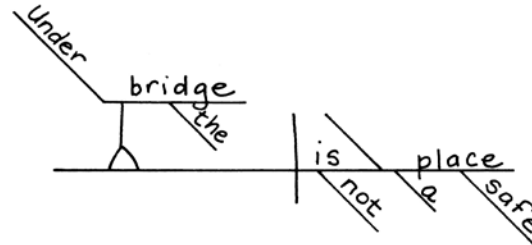
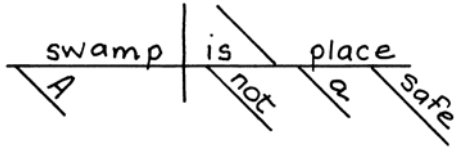
Prepositional Phrases Acting as Other Parts of Speech

The ship went down into the Gulf of Guinea and, with many stops on the way, approached the mouth of the Congo.



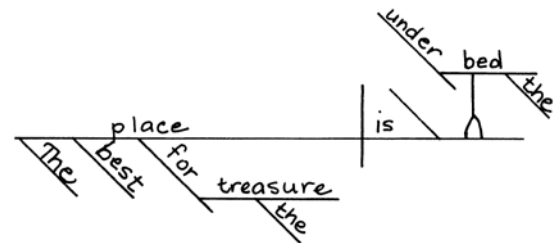
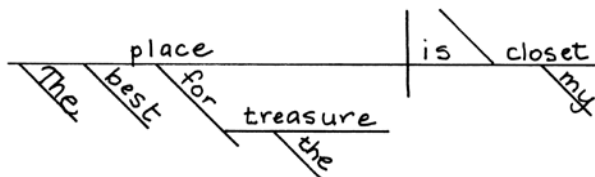
A swamp is not a safe place.

Under the bridge is not a safe place.



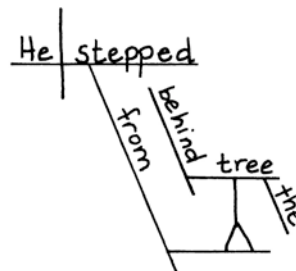
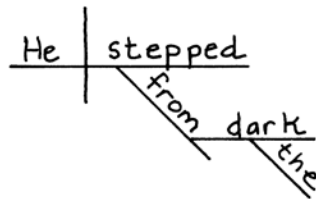
The best place for the treasure is my closet.

The best place for the treasure is under the bed.



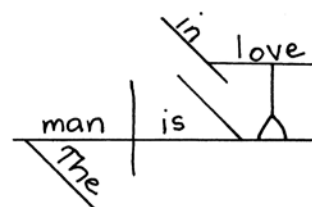
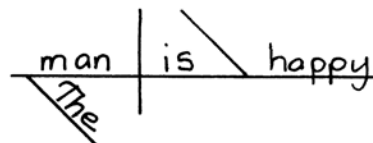
He stepped from the dark.

He stepped from behind the tree.



The man is happy.

The man is in love.



Exercise 44A: Prepositional Phrases Acting as Other Parts of Speech

In each sentence below, circle any prepositional phrases. Underline the subject of the sentence once and the predicate twice. Then label the prepositional phrases as *ADJ* (adjective phrase), *ADV* (adverb phrase), *S* (subject), *PA* (predicate adjective), *PN* (predicate nominative), or *OP* (object of a preposition).

In her mother's arms is the newborn baby's favorite place.

A book about unicorns is on order.

With a timid voice, Iris answered the question from the teacher.

Among the trees in the deepest part of the forest lives the wise old owl.

Toward those trees is your path.

The scariest place to be is in very deep dark woods.

Laura has been smiling since before the beginning of class.

The steps in the hallway seem steep to me.

Allan is in love with Rita.

I will listen to the children in a moment.

Exercise 44B: Diagramming

On your own paper, diagram these sentences from Exercise 44A.

In her mother's arms is the newborn baby's favorite place.

A book about unicorns is on order.

With a timid voice, Iris answered the question from the teacher.

Among the trees in the deepest part of the forest lives the wise old owl.

Toward those trees is your path.

Laura has been smiling since before the beginning of class.

The steps in the hallway seem steep to me.

Allan is in love with Rita.

I will listen to the children in a moment.



WEEK 12

Advanced Verbs

— LESSON 45 —

Linking Verbs

Linking/Action Verbs

State of Being/Linking Verbs

am, is, are, was, were
be, being, been

Additional Linking Verbs

taste, feel, smell, sound, look
prove, grow,
remain, appear, stay
become, seem

I tasted the candy.

The candy tasted delicious.

The fried chicken tasted crispy.

The chicken tasted the birdseed.

Thomas felt the baby chick.

Thomas felt sad.

ACTION

He proved the theory.

The farmer grew wheat.

The dog remained on the porch.

The cloud appeared in the sky.

We stayed home.

The student became confused.

The grammar seemed difficult.

LINKING

He proved unreliable.

The farmer grew tired.

The dog remained wary.

The cloud appeared threatening.

We stayed happy with our home.

Exercise 45A: Distinguishing between Action Verbs and Linking Verbs

Underline the verbs in the following sentences. Identify them as *AV* for action verb or *LV* for linking verb. If the verb is followed by a direct object (*DO*), predicate adjective (*PA*), or predicate nominative (*PN*), label it.

Remember that a verb with *no* direct object, predicate adjective, or predicate nominative will be an action verb, unless it is a state-of-being verb. Also remember that direct objects, predicate adjectives, and predicate nominatives are never found within prepositional phrases.

Do not turn another page in this book!

Your nose will turn green!

Turn around now.

Ethan looked around the room quickly.

He looked nervous.

She may become the next president of our club.

Does the dog smell bacon?

Does the dog smell bad?

Her boots were purple.

Can you prove me wrong?

Your son will prove a strong manager.

Elyse remained awake throughout the night.

Tavi grows taller with every passing week!

Tavi grows zucchini in his garden.

Exercise 45B: Distinguishing among Different Kinds of Nouns

Underline all the nouns in the following sentences. Identify them as *S* for subject, *OP* for object of a preposition, *IO* for indirect object, *DO* for direct object, or *PN* for predicate nominative.

These sentences are adapted from *A Dog on Barkham Street*, by M. S. Stolz.

Mrs. Frost gave the mailman a sweet bun with his coffee.

Edward hadn't seen a sign of a wren.

The sun burned right through that glass and set the leaves on fire.

But Toad was a problem to all his friends.

On the afternoon of assembly day, all the classes would have a dress rehearsal.

Maybe a genie will come out and give my father the answer.

Buffalo have never been considered good pets.

Exercise 45C: Diagramming Action Verbs and Linking Verbs

Diagram the following sentences.

Sophia is a cat.

Jordan gave Sophia a treat.

Sophia tasted the treat.

The treat tasted delicious.

Sophia is sleepy.

Sophia fell asleep.

Sophia fell off the chair.

— LESSON 46 —

Conjugations

Irregular Verbs

Principal Parts of Verbs

Verbs in the simple past, simple present, and simple future describe actions that simply happen.

Verbs in the progressive past, progressive present, and progressive future describe actions that go on for a while.

Verbs in the perfect past, perfect present, and perfect future describe actions which have been completed before another action takes place.

Exercise 46A: Forming Simple, Perfect, and Progressive Tenses

Fill in the missing blanks in the chart below.

Simple Present		
	Singular	Plural
First person	I blink	We _____
Second person	You _____	You blink
Third person	He, she, it _____	They blink

Simple Past

	Singular	Plural
First person	I _____	We _____
Second person	You _____	You _____
Third person	He, she, it _____	They blinked

Simple Future

	Singular	Plural
First person	I _____	We _____
Second person	You will blink	You _____
Third person	He, she, it _____	They _____

Perfect Present

	Singular	Plural
First person	I _____	We _____
Second person	You _____	You _____
Third person	He, she, it has blinked	They _____

Perfect Past

	Singular	Plural
First person	I _____	We _____
Second person	You _____	You had blinked
Third person	He, she, it _____	They _____

Perfect Future

	Singular	Plural
First person	I will have blinked	We _____
Second person	You _____	You _____
Third person	He, she, it _____	They _____

Progressive Present

	Singular	Plural
First person	I _____	We are blinking
Second person	You _____	You _____
Third person	He, she, it _____	They _____

Progressive Past

	Singular	Plural
First person	I _____	We _____
Second person	You were blinking	You _____
Third person	He, she, it _____	They _____ blinking

Progressive Future

	Singular	Plural
First person	I will be blinking	We _____
Second person	You _____	You _____
Third person	He, she, it _____	They _____

Simple Present	Simple Past	Simple Future
build	built	will build
buy	bought	will buy
choose	chose	will choose
sell	sold	will sell

Exercise 46B: Spanish and English Words

Draw lines to match each English word with its Spanish equivalent. Because English and Spanish have similar backgrounds, you should be able to complete this exercise easily, even if you've never learned any Spanish!

English	Spanish
adventure	pingüino
traffic	paciencia
giraffe	voleibol
patience	jirafa
fascinate	aventura
penguin	preparar
leader	sorpresa
prepare	tráfico
volleyball	líder
surprise	fascinar

English verbs have three principal parts.

First Principal Part: The Simple Present (Present)

(I) conjugate *(I)* _____

Second Principal Part: The Simple Past (Past)

(I) conjugated *(I)* _____

Third Principal Part: The Perfect Past, Minus Helping Verbs (Past Participle)

(I have) conjugated *(I have)* _____

Exercise 46C: Principal Parts of Verbs

Fill in the chart with the missing forms.

	First Principal Part Present	Second Principal Part Past	Third Principal Part Past Participle
I	launch	launched	launched
I	bury		buried
I			competed
I	enter		
I		corrected	
I			imagined
I	hurry		
I		tipped	
I	brake		
I			betrayed

Exercise 46D: Distinguishing between First and Second Principal Parts

Identify each underlined verb as 1 for first principal part or 2 for second principal part. These sentences are from Steven Ujifusa's *A Man and His Ship*.

On March 28, 1918, the men of the 301st Heavy Tank Battalion joined some six thousand other troops on *Olympic* bound for Europe.

We note with great interest the suggestion made that future construction should be of steel largely in place of wood.

The liners traveled alone because they were too fast for escorts to keep up with them.

“On behalf of myself and the people of the United States,” he said in closing, “I thank you from the bottom of my heart.”

In stark contrast to most employers of the time, William Francis Gibbs based his hires not on background, but on ability.

— LESSON 47 —

Linking Verbs
Principal Parts
Irregular Verbs

Linking Verbs

am, is, are, was, were

be, being, been

taste, feel, smell, sound, look

prove, grow,

remain, appear, stay

become, seem

Present

(I) taste

(I) become

(I) feel

Past

(I) tasted

(I) became

(I) felt

Past Participle

(I have) tasted

(I have) become

(I have) felt

COMMON IRREGULAR VERBS

Present	Past	Past Participle
----------------	-------------	------------------------

SAME PRESENT, PAST & PAST PARTICIPLE:

beat	beat	beat	(OR	beat	beat	beaten)
burst	burst	burst				
cost	cost	cost				
cut	cut	cut				
fit	fit	fit				
let	let	let				
put	put	put				
quit	quit	quit				
hit	hit	hit				
hurt	hurt	hurt				
set	set	set				
shut	shut	shut				

SAME PAST & PAST PARTICIPLE:

bend	bent	bent
send	sent	sent
lend	lent	lent
bleed	bled	bled
feed	fed	fed
feel	felt	felt
keep	kept	kept
lead	led	led
leave	left	left
meet	met	met
read	read	read
sleep	slept	slept
bring	brought	brought
buy	bought	bought
catch	caught	caught
fight	fought	fought
seek	sought	sought
teach	taught	taught
think	thought	thought
lay	laid	laid
pay	paid	paid
say	said	said
sell	sold	sold
tell	told	told

lose	lost	lost
shoot	shot	shot
find	found	found
wind	wound	wound
dig	dug	dug
sit	sat	sat
win	won	won
stand	stood	stood
understand	understood	understood
hear	heard	heard
make	made	made
build	built	built

DIFFERENT PAST AND PAST PARTICIPLE:

awake	awoke	awoken
bite	bit	bitten
break	broke	broken
choose	chose	chosen
forget	forgot	forgotten
freeze	froze	frozen
get	got	gotten
give	gave	given
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
hide	hid	hidden
rise	rose	risen
shake	shook	shaken
speak	spoke	spoken
steal	stole	stolen
take	took	taken
write	wrote	written
ride	rode	ridden
become	became	become
begin	began	begun
come	came	come
run	ran	run

drink	drank	drunk
shrink	shrank	shrunk
ring	rang	rung
sing	sang	sung
swim	swam	swum
draw	drew	drawn
fly	flew	flown
grow	grew	grown
know	knew	known
tear	tore	torn
wear	wore	worn
do	did	done
go	went	gone
lie	lay	lain
see	saw	seen

— LESSON 48 —

Linking Verbs Principal Parts Irregular Verbs

Linking Verbs

am, is, are, was, were

be, being, been

taste, feel, smell, sound, look

prove, grow,

remain, appear, stay

become, seem

Verbs in the simple past, simple present, and simple future describe actions that simply happen.

Verbs in the progressive past, progressive present, and progressive future describe actions that go on for a while.

Verbs in the perfect past, perfect present, and perfect future describe actions which have been completed before another action takes place.

PRINCIPAL PARTS

present, past, past participle

Exercise 48A: Principal Parts

Fill in the blanks in the following chart of verbs.

Present	Past	Past Participle
bear	_____	_____
breed	_____	_____
_____	felt	_____
_____	_____	had
_____	overtook	_____
show	_____	_____
_____	_____	spread
sweep	_____	_____
_____	_____	won
_____	beat	_____
_____	_____	broadcast
forbid	_____	_____
hold	_____	_____
_____	_____	paid
_____	_____	sunk
_____	stood	_____
_____	_____	swollen or swelled
arise	_____	_____
_____	blew	_____
_____	ate	_____
_____	_____	hung
spit	_____	_____
swear	_____	_____
_____	_____	mown or mowed
_____	wept	_____
bend	_____	_____

Present	Past	Past Participle
_____	_____	burst
_____	_____	forgiven
kneel	_____	_____
put	_____	_____
_____	_____	sat
_____	_____	stuck
swing	_____	_____
_____	bet	_____
_____	_____	clung
_____	_____	gotten
_____	left	_____
_____	_____	sawn <i>or</i> sawed
slide	_____	_____
sting	_____	_____
_____	woke	_____
_____	_____	bound

Exercise 48B: Forming Correct Past Participles

Write the correct third principal part (past participle) in each blank. The first principal part is provided for you in parentheses. The first is done for you.

I have drawn (draw) you a beautiful picture!

The bell has not _____ (ring) on time at all this week.

By the time I realized I had _____ (steal) the wrong suitcase, the right one had _____ (set) off for France.

Hattie has _____ (ride) her horse for three hours already.

Louis had _____ (show) me the plan, but I hadn't _____ (think) it would work.

Since that bad experience, Hyung has never _____ (eat) at that restaurant again.

I have _____ (give) you too many chances already!

What has _____ (lead) you to this conclusion?

Exercise 48C: Forming Correct Past Tenses

Write the correct second principal part (past) in each blank. The first principal part is provided for you in parentheses. The first is done for you.

The little fish swam (swim) upstream.

Yesterday, I _____ (run) all the way from the post office to the park.

Maria's pencil _____ (fall) off her desk, but she _____ (catch) it before it _____ (hit) the floor.

I _____ (choose) the design for my new bookcase, and my father _____ (build) it.

We _____ (go) hiking and _____ (lose) our way.

The squirrel _____ (hide) ten nuts and _____ (keep) searching for more.

Jamil _____ (read) the contract and _____ (pay) the membership fee.

Exercise 48D: Proofreading for Irregular Verb Usage

In the passage below, from Dorothy Canfield Fisher's *Understood Betsy*, you will find seven errors in irregular verb usage. Cross out the incorrect forms and write the correct ones above them.

But it haved a weighty, satisfying ring to it. The little girl feeled the importance of having her statement recognized. She turned back to her driving.

The slow, heavy plow horses had stopped during her talk with Uncle Henry. They standed as still now as though their feet had growed to the road. Elizabeth Ann looked up at the old man for instructions. But he beed deep in his figures. She had been teached never to interrupt people, so she sitted still and waited for him to tell her what to do.

Exercise 48E: Diagramming

On your own paper, diagram the following four sentences.

When did we elect Jim president?

Abigail and Joanna look adorable in their new dresses.

The bird looked questioningly at the little boy.

After nine is an acceptable time for a phone call.



— REVIEW 4 —

Weeks 10-12

Topics:

Direct and Indirect Objects

Linking Verbs

Predicate Adjectives

Predicate Nominatives

Articles

Adjective Phrases

Adverb Phrases

Action vs. Linking Verbs

Irregular Verbs

Principal Parts (Present, Past, Past Participle)

Review 4A: Action vs. Linking Verbs

Identify the underlined verbs as *A* for action or *L* for linking.

Zebras are not tame like horses.

A baby zebra smells its mother.

The mother smells familiar, so the foal follows her.

Lions and painted hyenas are predators of the zebra.

The spotted hyena usually scavenges for leftovers from another's meal, but it can kill zebras as well.

The stripes on a zebra protect it from predators; they make the zebra look blurry when it runs.

Mother zebras look carefully at unfamiliar animals to make sure that they pose no threat.

If the animal is a predator, the mother sounds an alarm.

Although the zebra seems gentle, it can kick and bite attackers when needed.

The zebra's whinny, or bray, sounds odd, a little like the bark of a small dog.

Mountain zebras, which live in southern Africa, are a protected species.

The quagga, a subspecies of zebra with stripes on the front half of its body and brown on the back half, has become extinct.

Scientists in the Quagga Project are trying to use DNA from a quagga to breed new animals that resemble the extinct ones.

Review 4B: Predicate Adjectives and Predicate Nominatives

Underline the linking verb in each of the following sentences. If the sentence concludes with a predicate nominative or predicate adjective, circle each and write *PA* for predicate adjective or *PN* for predicate nominative above it.

Miles is my best friend.

Rehema looked nervous but excited.

My cousin's birthday party was a sleepover.

That pizza smells wonderful, but I am not very hungry.

Glory will become a famous athlete one day.

Jacob remained a computer programmer for the university until his retirement.

Will Sora look older with her new hairstyle?

These cookies from your new recipe taste weird; macaroni is a strange ingredient for cookies!

Review 4C: Adjective and Adverb Phrases

In the following excerpt from Aldous Huxley's *Brave New World*, identify each underlined prepositional phrase as *ADJ* for adjective phrase or *ADV* for adverb phrase.

Lenina and Henry climbed into their machine and started off. At eight hundred feet Henry slowed down the helicopter screws, and they hung for a minute or two poised above the fading landscape. The forest of Burnham Beeches stretched like a great pool of darkness towards the bright shore of the western sky. Crimson at the horizon, the last of the sunset faded, through orange, upwards into yellow and a pale watery green.

Northwards, beyond and above the trees, the Internal and External Secretions factory glared with a fierce electric brilliance from every window of its twenty stories. Beneath them lay the buildings of the Golf Club.

Review 4D: Forming Principal Parts

Complete the following excerpt (from Anna Sewell's *Black Beauty*) by writing the correct principal part (PP) of the verb (first, second, or third) in parentheses.

"I am the best friend and the best riding-master those children _____ (have, 1st PP). It is not them; it is the boys. Boys," _____ (say, 2nd PP) he, shaking his mane, "are quite different; they must be _____ (break, 3rd PP) in, as we were _____ (break, 3rd PP) in when we were colts, and just be _____ (teach, 3rd PP) what's what. The other children had _____ (ride, 3rd PP) me about for nearly two hours, and then the boys _____ (think, 2nd PP) it was their turn; and so it was, and I was quite agreeable. They _____ (ride, 2nd PP) me by turns, and I _____ (gallop, 2nd PP) them about up and down the fields and all about the orchard for a good hour. They had each _____ (cut, 3rd PP) a great hazel stick for a riding-whip, and _____ (lay, 2nd PP) it on a little too hard, but I _____ (take, 2nd PP) it in good part, till at last I _____ (think, 2nd PP) we had _____ (have, 3rd PP) enough, so I _____ (stop, 2nd PP) two or three times by way of a hint."

Review 4E: Irregular Verbs

Find and correct the SIX errors in irregular verb usage in the following excerpt from *Five Little Peppers and How They Grew*, by Margaret Sidney. Cross out the incorrect form and write the correct form above it.

But Jasper didn't come! Thursday comed and goed; a beautiful, bright, sunny day, but with no signs of the merry boy whom all had begunned to love, nor of the big black dog. The children had maked all the needful preparations with much ostentation and bustle, and beed in a state of excited happiness, ready for any gale. But the last hope had to be gived up, as the old clock ticked away hour after hour.

Review 4F: Misplaced Modifiers

Circle the misplaced adjective and adverb phrases in the following sentences. Draw an arrow to the place where each phrase should be.

Sierra Leone with a green, white, and blue flag is the only country.

Inside the oven, Frank checked on the casserole.

Mr. Gutiérrez explained to us how his mother taught him to ride a bike in homeroom.

The book belongs to my cousin on the highest shelf.

The children in the nest watched the eggs hatching.

The gift is for the wonderful coach inside this beautifully wrapped box.

The little rabbit lives in our classroom with the floppy ears.

Annabel handed a pen to the very tall man from her purse.

Review 4G: Diagramming

Diagram the following sentences.

The children stomp their feet in unison.

Johanna told her brother a secret.

After three consecutive victories, our team is looking great!

Did Jeff and Kristen name their new baby Luna?

Dr. Gonzales looked at the students in the back of the room.

Our neighbors in the yellow house fed their pet turtle cucumbers.

Pet turtles can live for a long time!

A turtle with a flaky shell may be sick.



WEEK 13

Advanced Pronouns

— LESSON 49 —

Personal Pronouns

Antecedents

Possessive Pronouns

Lindsay woke up when Lindsay heard Lindsay's mother call Lindsay. Lindsay ate Lindsay's breakfast and brushed Lindsay's teeth and got ready for Lindsay's day.

A pronoun takes the place of a noun.

The antecedent is the noun that is replaced by the pronoun.

Personal Pronouns

	Singular	Plural
First person	I	we
Second person	you	you (plural)
Third person	he, she, it	they

Exercise 49A: Personal Pronouns and Antecedents

Circle the personal pronouns in the following sentences, adapted from *Parachuting into Poland, 1944: Memoir of a Secret Mission with Józef Retinger*, by Marek Celt, trans. Jan Chciuk-Celt. Draw an arrow from each pronoun to the antecedent. In the margin, write the gender (*f*, *m*, or *n*) and number (*S* or *PL*) of each pronoun.

My companion practically never left the house. He did a lot of reading, and listened to the radio often.

The men who went on these missions were an elite group of special forces called the *Cichociemni*, literally “the silent Dark Ones.” They’ve become something of a heroic legend in Polish war lore.

The airplane landed, and the little old man ran to it in a hurry, but he only got a good look at the taillights as it flew off.

We, the passengers of the Third Air Bridge, had run a gauntlet of difficulties and dangers, and we were met and greeted joyously in Brindisi.

Personal Pronouns (Full List)

I, me, my, mine

you, your, yours

he, she, him, her, it

his, hers, its

we, us, our, ours

they, them, their, theirs

Possessive Adjectives (same as Possessive Pronouns)

my our

your your

his, her, its their

Peter's sword

_____ sword

The Pevensie children's wardrobe

_____ wardrobe

The tree's silver leaves

_____ leaves

Lucy's cordial

_____ cordial

The tree's silver leaves glistened.

Its silver leaves glistened.

leaves | glistened
The tree's silver

leaves | glistened
Its silver

Lucy's cordial healed Edmund.

_____ | _____
/

Her cordial healed Edmund.

_____ | _____
/

The chocolate is my candy.
 The chocolate is mine candy.
 The chocolate is mine!

chocolate | is | candy
 The | my

chocolate | is | candy
 The | ~~mine~~

chocolate | is | mine
 The |

He is your baby brother.
 He is yours baby brother.
 The baby brother is yours!

He | is | brother
 | your | baby

He | is | brother
 | ~~yours~~ | baby

brother | is | yours
 The | baby

Exercise 49B: Identifying Possessive Pronouns

Underline the possessive pronouns in the following sentences from *Silk Parachute*, by John McPhee. Each possessive pronoun is acting as an adjective. Draw an arrow from the pronoun to the noun it modifies. There may be more than one pronoun in each sentence.

In the first game, an English midfielder, sprinting up his left sideline to take a pass on a clear, looked over his shoulder and saw that the ball was headed wide, low, and out of bounds.

On hulks and barges, boatmen serving the ships lived on the river with their families and with their cats, dogs, chickens, sheep, and cows.

Such river runes are not beyond the grasp of Livia Senvold McPhee, who is six and quick to learn, but they're off the scale for her two-year-old brother, Jasper, and their father and mother.

The puffin is among the nation's emblematic birds. With its bright-white chest, its orange webbed feet, and its big orange scimitar bill, it could be an iced toucan.

Exercise 49C: Using Possessive Pronouns

In the following sentences, taken from *Bird Dream: Adventures at the Extremes of Human Flight*, by Matt Higgins, write the correct possessive pronoun above the underlined noun(s).

The 1991 movie *Point Break*...depicted a group of California surfer/skydivers who robbed banks to fuel the group's lifestyle, a story that struck a chord with males of a certain age and bent.

By 1995 this generation would get this generation's Woodstock when ESPN created a festival for radical sports in Providence, Rhode Island, called the Extreme Games, soon to be rechristened the X Games.

Finally, on Jeb's fourth jump, Jeb pitched in full flight and swung into severe line twists, requiring a nasty cutaway to Jeb's reserve.

Afterwards, the officer gave Jeb a lift back to Jeb's hotel and asked casually, "Who was Jeb's friend?"

Clinicians tell us that all humanity's brain's occipital lobe, which processes visual information, becomes highly active during sleep.

Exercise 49D: Diagramming Possessive Pronouns

On your own paper, diagram every word in the following sentences, slightly adapted from *Barbarian Days: A Surfing Life*, by William Finnegan.

The wide white board was mine.

I took my next wave far too lightly.

Our street and our lane formed a main funnel for local storm runoff.

We murmured our business with Sina Savaiinaea to her young assistant.

The waves were the object of your deepest desire and adoration.

At the same time, they were your adversary, your nemesis, your mortal enemy.

Its clear prose and subtle wit make it a must-read for all surfers.

It's the only book for all surfers.

— LESSON 50 —

Pronoun Case

Personal Pronouns (Full List)

I, me, my, mine
you, your, yours
he, she, him, her, it
his, hers, its
we, us, our, ours
they, them, their, theirs

My crown, I am; but still my griefs are mine.
 —William Shakespeare, *Richard II*

Object pronouns are used as objects in sentences.

me, you, him, her, it, us, them

Mark each bolded pronoun as *DO*, *IO*, or *OP*.

For **me**, my lords, I love **him** not, nor fear **him**.
 —William Shakespeare, *Henry VIII*

Give **us** notice of his inclination.
 —William Shakespeare, *Richard III*

A virtuous and a Christian-like conclusion,/To pray for **them** that have done scathe
 to **us**.
 —William Shakespeare, *Richard III*

Subject pronouns are used as subjects and predicate nominatives in sentences.

I, you, he, she, it, we, they

Mark each bolded pronoun as *S* or *PN*.

I am **he**.
 —William Shakespeare, *Richard III*

Stand **we** in good array; for **they** no doubt,/Will issue out again and bid us battle.
 —William Shakespeare, *Henry VI*

I blame her not, **she** could say little less;/**She** had the wrong. But what said Henry's
 queen?
 —William Shakespeare, *Henry VI, Part III*

You need to learn grammar. I will teach you.

I met her at the park. She was wearing her jacket.

It is not very hard. I will learn it.

CORRECT

I am he.

The students are we.

The teachers are they.

INCORRECT

I am him.

The students are us.

The teachers are them.

The kitten licked Jim. The kitten licked _____.

The winners were Judy and Diane. The winners were _____.

Give the prize to ^{OP}Madison and ^{OP}him. NOT: Give the prize to *he*.

Dad and ^SI made brownies. NOT: *Me* made brownies.

Exercise 50A: Subject and Object Pronouns

Underline all the personal pronouns in the following sentences. Identify them as *S* for subject, *O* for object, or *P* for possessive.

These sentences are from *Will in the World: How Shakespeare Became Shakespeare*, by Stephen Greenblatt.

If before his success with the *Henry VI* plays Shakespeare had not already met Marlowe, he would certainly have met him soon afterward, and along with Marlowe he would have met many of the other playwrights—poets, as they were then called—who were writing for the London stage.

The small revision makes a large point: the dead are completely dead. No prayers can help them; no messages can be sent to them or received from them. Hamnet was beyond reach.

Anne Hathaway represented an escape in another sense: she was in the unusual position of being her own woman. Very few young, unmarried Elizabethan women had any executive control over their own lives; the girl's watchful father and mother would make the key decisions for their daughter, ideally, though not always, with her consent. But Anne—an orphan in her midtwenties, with some resources left to her by her father's will and more due to her upon her marriage—was, in the phrase of the times, “wholly at her own government.”

In his old age, a man named Willis, born the same year as Will, recalled a play...that he saw in Gloucester...when he was a child..." At such a play, Willis remembered, "my father took me with him, and made me stand between his legs, as he sat upon one of the benches, where we saw and heard very well." The experience was a remarkably intense one for Willis: "This sight took such an impression in me," he wrote, "that when I came towards man's estate, it was as fresh in my memory as if I had seen it newly acted."

Exercise 50B: Using Personal Pronouns Correctly

Choose the correct word(s) in parentheses and cross out the incorrect choice(s). Be sure to choose the grammatically correct choice for writing and not the choice that sounds the best.

My mother and sister and (me/I) planned to go on a weekend knitting retreat.
My mother helped (us/we) to choose projects for the weekend.
My mother and (her/she) chose sweaters, and I decided to tackle a fringed scarf.
Mom bought (my sister and me/my sister and I) new yarns for our new projects.
At the end of the retreat, (us/we) had gotten more than half of each project finished.
My mother gave my sister and (me/I) a huge compliment.
She said that the best company she'd ever had on a retreat were (us/we).

Exercise 50C: Diagramming Personal Pronouns

On your own paper, diagram the following sentences. Personal pronouns are diagrammed exactly like the nouns or adjectives they replace.

They threw us a life-line.
We thanked them profusely.
Where am I?
He gave me a dry towel.
I hear you!
The recipients of their help were we.

— LESSON 51 —

Indefinite Pronouns

Gollum wanted the ring. He longed for it.
Everyone hoped that Frodo would succeed.

Indefinite pronouns are pronouns without antecedents.

Indefinite Pronouns

Singular

anybody	anyone	anything
everybody	everyone	everything
nobody	no one	nothing
somebody	someone	something
another	other	one
either	neither	each

Plural

both, few, many, several

Singular or Plural

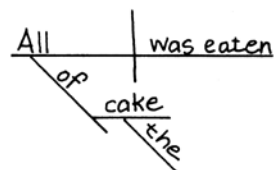
all, any, most, none, some

All of the cake was eaten.

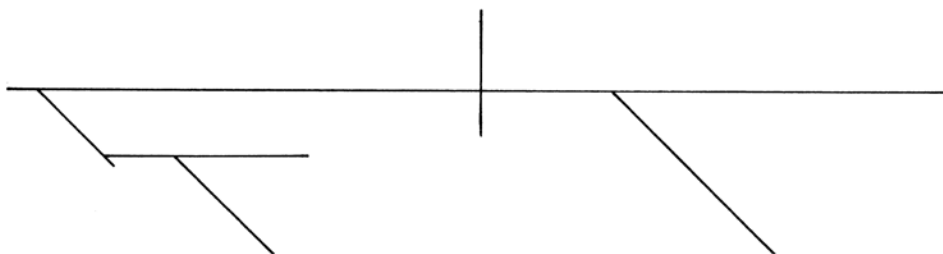
All of the pieces were eaten.

Most of the people . . .

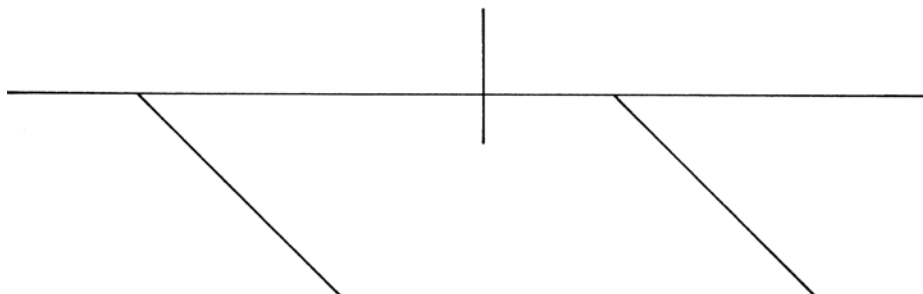
None of the water . . .



Many of the guests arrived early.



Many guests arrived early.



Exercise 51A: Identifying Indefinite Pronouns

Underline all of the indefinite pronouns in the following sentences. Each sentence may contain more than one pronoun.

These sentences are drawn from *Don Quixote*, by Miguel de Cervantes, trans. John Ormsby.

Don Quixote, without uttering a word or imploring aid from anyone, once more dropped his buckler and once more lifted his lance.

But there was nobody now to listen to these words of Don Quixote's.

Master Nicholas, the village barber, however, used to say that neither of them came up to the Knight of Phoebus, and that if there was any that could compare with him it was Don Galaor, the brother of Amadis of Gaul, because he had a spirit that was equal to every occasion.

Yesterday was the first day of our coming here; we have a few of what they say are called field-tents pitched among the trees on the bank of an ample brook that fertilises all these meadows.

In the meantime Sancho had recounted to them several of the adventures and accidents that had happened to his master.

All or most of the knights-errant in days of yore were great troubadours and great musicians, for both of these accomplishments, or more properly speaking gifts, are the peculiar property of lovers-errant.

Exercise 51B: Subject-Verb Agreement: Indefinite Pronouns

Choose the correct verb in parentheses. Cross out the incorrect verb.

Everyone (has/have) agreed to go trail riding in the mountains!

All of the company (is/are) going on this exciting adventure.

All of the horses (is/are) guaranteed to be gentle and calm.

A few of the guests (has/have) ridden before, but some of them (is/are) just a little bit nervous.

Most of the horses (has/have) been saddled already.

Most of the group (is/are) mounting up.

One of the horses (was/were) named Volcano.

Nobody (want/wants) to ride Volcano!

Another of the horses (was/were) named Sleepyhead.

Everybody (asks/ask) to ride Sleepyhead.

(Does/Do) anyone know which horse is named Killer?

None of us (want/wants) to ride Killer either!

Exercise 51C: Diagramming Indefinite Pronouns

On your own paper, diagram the following sentences, slightly adapted from *The Knights Hospitaller: A Military History of the Knights of St John*, by John C. Carr.

By now, Rome and most of Italy had become insecure.

Turanshah demanded all of Outremer.

To his surprise and chagrin, everyone did not agree with him.

In 1309, the papacy had split into one in Rome and the other in Avignon.

A few refused, on the grounds of conscience.

Nothing came of the move.

— LESSON 52 —

Personal Pronouns Indefinite Pronouns

Personal Pronouns

I, me, my, mine

you, your, yours

he, she, him, her, it

his, hers, its

we, us, our, ours

they, them, their, theirs

Subject pronouns: _____

_____ am delighted to be doing grammar.

_____ are delighted to be doing grammar.

_____ is delighted to be doing grammar.

Object pronouns: _____

The walrus splattered water all over _____.

The rain drenched Kim and _____.

Possessive pronouns/possessive adjectives in attributive position: _____

I grabbed _____ umbrella.

The cloud began dropping _____ moisture.

The soaked tourists ran for _____ cars.

Possessive pronouns/possessive adjectives in predicate position: _____

That raincoat is _____.

Those waterproof ponchos are _____.

Indefinite pronouns are pronouns without antecedents.

Singular Indefinite Pronouns

anybody	anyone	anything
everybody	everyone	everything
nobody	no one	nothing
somebody	someone	something
another	other	one
either	neither	each

Everyone _____ in the kitchen.

Nobody _____ in the dining room.

Neither of them _____ in the garden.

Plural Indefinite Pronouns

both, few, many, several

Both _____ cooking eggplants.

A few of the crowd _____ objecting to eggplant.

Several _____ quite happy with the prospect of eggplant.

Singular or Plural Indefinite Pronouns

all, any, most, none, some

All of the fire engines _____ there.

All of the mansion _____ destroyed in the fire.

Is everyone coming to get _____ Christmas present?

Are they all coming to get their Christmas presents?

Exercise 52A: Subject and Object Pronouns

In the following sentences, cross out the incorrect pronoun.

This first set of sentences is from *Number the Stars*, by Lois Lowry.
But if (they / them) are watching (we / us)—if (they / them) see all of (we / us) leave?
And (I / me) have named (he / him) Thor, for the God of Thunder.
“Soon (we / us) will have to add another blanket to your bed,” Mama said one morning as
(her / she) and Annemarie tidied the bedroom.
(She / Her) remembered how (she / her) had stared at the others, frightened, when
(them / they) had stopped (she / her) on the street.
Annemarie called to (him / he) and (him / he) came to the side, his face worried when
(him / he) recognized (she / her) on the dock.

This second set of sentences is from *The Tenant of Wildfell Hall*, by Anne Brontë.
(Me / I) am very much attached to my little friend, and so is (her / she) to (me / I).
“Oh, yes! come in,” said (she / her) (for (me / I) had met (them / they) in the garden.
Millicent told (me / I) (I / me) was the life of the party.
It is (I / me) who have left (they / them).
When (us / we) did meet, it was (he / him) that sought (I / me) out.
But what is (him / he) doing—what is it that keeps (him / he) away?
(I / Me) would not believe (they / them), for (me / I) knew (she / her) better than
(them / they).
Oh, it would be cruel to make (her / she) feel as (me / I) feel now, and know what (me / I)
have known!
(Me / I) was annoyed at the continual injustice (her / she) had done (me / I) from the very
dawn of our acquaintance.
(Him / He) and Lord Lowborough were accompanying Annabella and (I / me) in a long,
delightful ride.

Exercise 52B: Possessive and Indefinite Pronouns

In these sentences, taken from *The House of Mirth*, by Edith Wharton, cross out the incorrect word in each set of parentheses.

“Do let us go and take a peep at the presents before everyone else (leaves / leave) the dining-room!” suggested Miss Farish, linking her arm in her friend’s.

I always say no one (do/does) things better than cousin Grace!

Each of them (want/wants) a creature of a different race.

But at this point one or two belated passengers from the last station forced (his/their/his or her) way into the carriage, and Lily had to retreat to her seat.

The landscape outspread below her seemed an enlargement of her present mood, and she found something of herself in (its/their) calmness, (its/their) breadth, (its/their) long free reaches.

The topmost shelf of every closet (were/was) made to yield up (its/their) secret, cellar and coal-bin (were/was) probed to (its/their) darkest depths and, as a final stage in the lustral rites, the entire house (were/was) swathed in penitential white and deluged with expiatory soapsuds.

Her discretions interested him almost as much as her imprudences: he was so sure that both (were/was) part of the same carefully-elaborated plan.

Under the Georgian porch she paused again, scanning the street for a hansom. None (were/was) in sight.

And I suppose most of the owners of Americana (are/is) not historians either?

To the lady and her acquaintances there (were/was) something heroic in living as though one were much richer than one's bank-book denoted.

It (were/was) the last week in June, and none of her friends (were/was) in town.

Every one (knows/know) you're a thousand times handsomer and cleverer.

The fire, like the lamps, (were/was) never lit except when there (were/was) company.

And there (were/was) everybody talking about you.

There (were/was) something to be done before she left the house.

None of the desultory interests which she dignified with the name of tastes (were/was) pronounced enough to enable her to live contentedly in obscurity.

Some (were/was) in small fragments, the others merely torn in half.

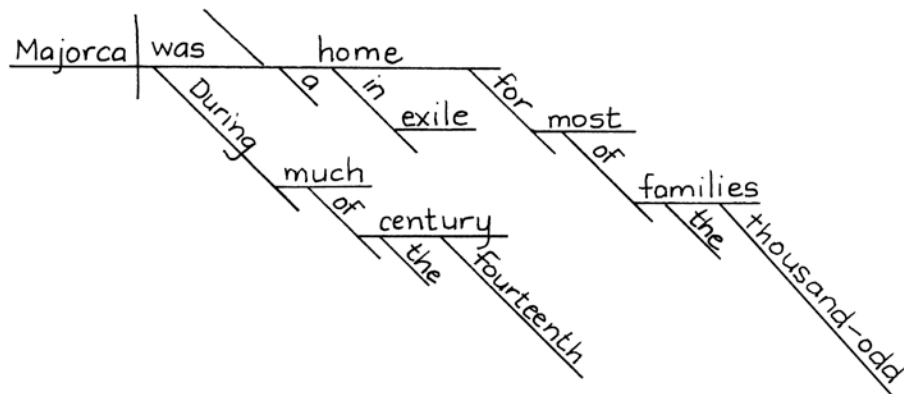
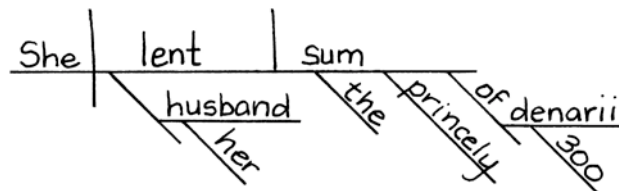
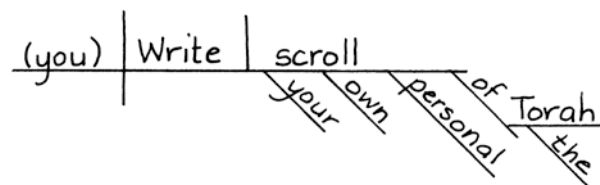
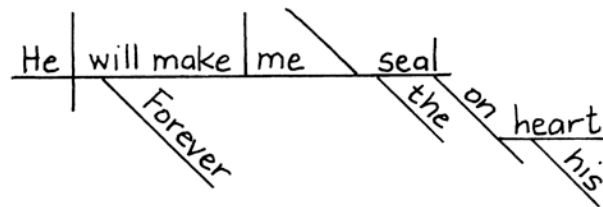
And there (is/are) others who (is/are) afraid of me.

In the center of the table, between the melting marrons glaces and candied cherries, a pyramid of American Beauties lifted (its/their) vigorous stems.

Exercise 52C: Writing Sentences from Diagrams

Use the diagrams below to reconstruct these sentences from Simon Schama's *The Story of the Jews: Finding the Words (1000 BCE—1492)*.

Write the original sentence on the blank below each diagram. Pay careful attention to each part of speech! Punctuate each sentence properly.



Both | were driven
 summarily from city of ancestry
 the of their

All | shouted
 of people with shout
 the a great

ban | came
 the on rituals Then
 all



WEEK 14

Active and Passive Voice

— LESSON 53 —

Principal Parts Troublesome Verbs

She set the set of sorted stuff
Beside the seat where she had sat.

English verbs have three principal parts.

The first principal part is the simple present.

The second principal part is the simple past.

The third principal part of a verb is found by dropping the helping verb from the perfect past.

Exercise 53A: Principal Parts of Verbs

Fill in the chart with the missing forms.

	First Principal Part Present	Second Principal Part Past	Third Principal Part Past Participle
I	provide		
I		split	
I		drove	
I			tried
I	watch		
I			flown
I	live		
I		played	

Troublesome Irregular Verbs

Verb	Principal Parts	Definition
sit	(sit, sat, sat)	to rest or be seated
set	(set, set, set)	to put or place something
lie	(lie, lay, lain)	to rest or recline
lay	(lay, laid, laid)	to put or place something
rise	(rise, rose, risen)	to get up or go up
raise	(raise, raised, raised)	to cause something to go up or grow up
let	(let, let, let)	to allow
leave	(leave, left, left)	to go away from or allow to remain

Exercise 53B: Using Correct Verbs

Choose the correct verb in parentheses. Cross out the incorrect verb.

First thing in the morning on July 1, Lea's father (rose/raised) the flag outside their Whistler house.

He (let/left) Lea alone until ten o'clock and (let/left) her sleep late.

Lea loves to (lay/lie) in bed a little longer on holiday mornings.

Her father (rose/raised) early to celebrate Canada Day!

Lea's father (lay/laid) out a special breakfast of beaver tails—fried dough with cinnamon and sugar.

Lea had (laid/lain) out her favorite red and white clothes the night before.

Lea and her father (set/sat) at the table, eating breakfast and listening to Leonard Cohen and Feist.

Afterwards, Lea (set/sat) out cupcakes for her friends to decorate.

Sprinkles, red and white frosting, candy maple leafs, and tiny Canadian flags all (lay/laid) ready to be used!

Exercise 53C: Correct Forms of Troublesome Verbs

Fill in the blanks with the correct form of the indicated verb.

He went to work in a foundry pouring molten iron where the work was steady and backbreaking, but he simply could not be home often and yet he still _____ his boys responsibly. (raise, simple past)

Bill was _____ in the segregated South and saw strict limitations for black people there compared to when he moved to Oakland, California. (raise, past participle)

After being incarcerated, he converted to Islam through his brother's encouragement and then _____ within the ranks of Elijah Muhammad's Nation of Islam organization called Black Muslims. (rise, simple past)

Despite his hard work, Bill _____ the university in 1956, 16 credits shy of graduation. (leave, simple past)

But Swegle _____ the players play and his coaching really involved merely substituting. (let, simple past)

—Murry R. Nelson, *Bill Russell: A Biography*

He wondered what Iktomi would do, thus he _____ still where he fell.
(lie, simple past)

Saying this, he _____ a firm hand upon the muskrat's shoulder, and started off along the edge of the lake. (lay, simple past)

A man in buckskins _____ upon the top of a little hillock. (sit, simple past)

Wordless, the avenger ate in silence the food _____ before him on the ground.
(set, past participle)

She did not wish a guest in her dwelling _____ upon the bare hard ground. (sit, present infinitive)

—Zitkala-Sa, *Old Indian Legends: Stories from the Dakotas*

Exercise 53D: Proofreading for Correct Verb Usage

The following excerpts are from *Prairie Gothic: The Story of a West Texas Family*, by John R. Erickson. Find and correct sixteen errors in verb usage by crossing out the incorrect verbs and writing the correct forms above them. Be careful—some sentences might not have any errors at all, and others might have more than one!

The original house set on several acres of land where a windmill provided water for the house as well as for chickens and several milk cows, a big garden, and an orchard of fruit trees.

We rose ducks, rabbits, and chickens in the back yard, and from her I was learned to wring a chicken's neck and pluck the feathers after dipping the bird into boiling water, skills she had been learned from her mother and grandmother. We rose a garden, collected horned toads, and hanged out the weekly wash on the clothesline.

On thousands of nights we have unrolled our bedrolls, lying them side by side, out under the stars.

Olive had been risen on a ranch that had plenty of rattlers and she should have known what to do: set down, stay calm, grit your teeth and look the other way while a rescuer went through the gory process of trying to save your life.

Into her eighties, she writted letters that would be the envy of any college graduate: words wrote in a precise hand, lines that couldn't have been straighter if they had been lain out with a ruler, and whole pages that contained no misspellings, ink smudges, coffee stains, or cross-outs.

Neither lawman had a chance to saw what was coming, and both laid dead on the floor.

I had arrived just in time for supper and Mrs. Tennill had already sat two places at Grandmother's big rectangular dining table, which looked out on the green expanse of the back yard.

I soon realized that the death of Martha Sherman, a story that had lain half-forgotten in the memory of my family, was a major news event on the Texas frontier in the winter of 1860-1861.

But make that same drive in a drought year and you might see snowplows pushing dunes of red sand off the highways, and tumbleweed cannonballs snapping power lines and lying barbed wire fence on the ground—this my mother remembered during the drought of the 1930s.

— LESSON 54 —

Verb Tense

Active and Passive Voice

present	simple
past	progressive
future	perfect

A simple verb simply tells whether an action takes place in the past, present, or future.

A progressive verb describes an ongoing or continuous action.

A perfect verb describes an action which has been completed before another action takes place.

Exercise 54A: Reviewing Tenses

Write the tense of each underlined verb above it. These two excerpts are from the Sherlock Holmes story “A Scandal in Bohemia,” by Arthur Conan Doyle. The first is done for you.

One night—it was on the twentieth of March, 1888—I ^{progressive past} was returning from a journey to a patient (for I had now returned to civil practice), when my way led me through Baker Street. As I passed the well-remembered door, which must always be associated in my mind with my wooing, and with the dark incidents of the Study in Scarlet, I was seized with a keen desire to see Holmes again, and to know how he was employing his extraordinary powers.

I was already deeply interested in his inquiry, for, though it was surrounded by none of the grim and strange features which were associated with the two crimes which I have already recorded, still, the nature of the case and the exalted station of his client gave it a character of its own.

We both thought the best resource was flight, when pursued by so formidable an antagonist; so you will find the nest empty when you call. As to the photograph, your client may rest in peace. I love and am loved by a better man than he. The King may do what he will without hindrance from one whom he has cruelly wronged.

The door had been fastened upon the inner side, and the windows were blocked by old-fashioned shutters with broad iron bars.

He fastened the door upon the inner side.

In a sentence with an active verb, the subject performs the action.

In a sentence with a passive verb, the subject receives the action.

I punched you.

You were punched by me.

The Egyptians constructed pyramids.

Pyramids were constructed.

Pyramids were constructed by the Egyptians.

Active Verb**Present**

Freddy tricks the alligator.

Passive Verb**is/are + past participle**

The alligator is tricked by Freddy.

The paper was made in Bohemia. _____

I was still balancing the matter in my mind. _____

I will rejoin you in ten minutes. _____

Exercise 54C: Forming the Active and Passive Voice

Fill in the chart below, rewriting each sentence so that it appears in both the active and the passive voice. Be sure to keep the tense the same. The first is done for you.

ACTIVE	PASSIVE
Modern detectives, unlike policemen, don't wear uniforms.	Uniforms aren't worn by modern detectives, unlike policemen.
	Suspects and witnesses are interviewed by detectives as part of case investigation.
Homicide units assign murder cases to detectives.	
Detectives often set aside cases that have no evidence, no witnesses, and no suspects.	
Detectives "clear" cases when they arrest a suspect and send them to trial.	
	In modern detective work, DNA is often used to help identify the perpetrators of crimes.

— LESSON 55 —

Parts of the Sentence Active and Passive Voice

Many other advantages were enumerated.

The poorer tenants will have something valuable of their own.

The proposal is wholly new and has something solid and real.

The squire will grow popular among his tenants.

I have no personal interest in the promotion of the necessary work.

— LESSON 56 —

Active and Passive Voice Transitive and Intransitive Verbs

Active Voice

Present

The farmer grows wheat.

Past

I made a cake.

Future

The princess will keep the key.

Progressive Present

The farmer is growing wheat.

Progressive Past

I was making a cake.

Progressive Future

The princess will be keeping the key.

Perfect Present

The farmer has grown wheat.

Perfect Past

I had made a cake.

Perfect Future

The princess will have kept the key.

I laugh out loud.

The baby slept soundly.

The queen will sit in the front row.

He died.

transire (Latin for “to pass over”)

Transitive verbs express action that is received by some person or thing.

Intransitive verbs express action that is not received by any person or thing.

Common Intransitive Verbs

cough	go	arrive
sit	lie	rise
shine	sneeze	am, is, are, was, were

Common Transitive Verbs

love	eat	help
set	lay	raise
cut	hug	save

I am sitting on the front porch.

Passive Voice

am/is/are + past participle

Wheat is grown by the farmer.

was/were + past participle

The cake was made by me.

will be + past participle

The key will be kept by the princess.

is/are being + past participle

Wheat is being grown by the farmer.

was/were being + past participle

The cake was being made by me.

will be being + past participle

The key will be being kept by the princess.

has/have been + past participle

Wheat has been grown by the farmer.

had been + past participle

The cake had been made by me.

will have been + past participle

The key will have been kept by the princess.

I lay down on the grass.
I will have risen early in the morning.
I am setting the heavy box down.
I laid my weary head on my arms.
I will have raised my hand at least once by the end of class.

Verbs That Can Be Used As Transitive or Intransitive

turn	break	speak
fly	run	spread
taste	eat	sing

The cook turns the meat on the spit.
I will spread gochujang mayonnaise on the burger bun.
He is singing a difficult aria.
The captain turned towards the sunset.
The mist spread across the river's surface.
He's singing in the shower.
The cook turns the meat on the spit.

I will spread gochujang mayonnaise on the burger bun.

He is singing a difficult aria.

Exercise 56A: Transitive and Intransitive Verbs

Find each verb serving as a predicate in the following sentences and underline it twice. Underline each subject of the predicate once. Write *T* above each transitive verb and *IT* above each intransitive verb. Circle the direct object of each transitive verb.

These sentences are adapted from *Viet Nam: A History from Earliest Times to the Present*, by Ben Kiernan.

Beginning around 14,000 BCE, the Hoabinhian people ate wild cattle, water buffalo, rhinoceros, forest birds, turtles, tortoise, shellfish, and uncultivated, or “wild,” rice.
In happier times, carefree, they ate and slept.
Now, robbed of water, they fear for their land.
The catfish confessed its theft, paid the frogs' cost, and submitted to exile.

Dinh Bo Linh enjoyed less success in his effort to win domestic legitimacy.

Dinh Bo Linh governed by fear.

Dinh Bo Linh's people feared him.

The scene was set for the brief emergence of a new, separate kingdom.

Its Confucian elite ran its own affairs and challenged imperial control.

The Ming invasion of 1406-7 came on the pretext of restoring the Tran dynasty.

Imperial armies overthrew and captured Ho Quy Ly.

The Ming destroyed all records of Dai Viet governance.

A flood of neo-Confucianism washed over the country.

Inland, Chinese ran mining enterprises near the northern border.

Over the ensuing centuries Jiao's population adopted more of the northern culture and system of government.

These two regimes fought wars on other fronts.

The weekly newspaper Trung Bac Tan Van (Central and Northern News) ran continuously from 1919 until 1945.

By early 1968, the 80,000 PAVN troops in the South were fighting alongside 160,000 NLF infantry and service troops.

Exercise 56B: Active and Passive Verbs

In the blanks below, rewrite each sentence with an active verb so that the verb is passive. Rewrite each sentence with a passive verb so that the verb is active. You may need to add or rearrange words or phrases to make the sentences grammatical!

These sentences are slightly adapted from *Vietnam: Journeys of Body, Mind, and Spirit*, by Van Huy Nguyen and Laurel Kendall.

The Kinh welcome the solar new year with people all over the globe.

Each person, each family, and Vietnamese society as a whole approach the new year as a time of fresh aspiration and hope.

If the solar new year can be considered the government's Tet, the lunar new year is considered the family's Tet.

Each family prepares offerings to worship ancestors.

According to tradition, visits are made and gifts are distributed during the week before Tet.

On New Year's Eve they will burn votive paper money.

Vendors set their wares on the pavement under red banners declaring "Tet Shop" or "Happy New Year."

Exercise 56C: Diagramming

On your own paper, diagram every word in the following sentences. They are slightly condensed from *Vietnam (Cultures of the World)*, by Audrey Seah and Charissa M. Nair.

The water level has been raised by silt deposits on the riverbeds.

Subsequent dynasties repaired and added more canals to the network and created a system of irrigation and flood control.

Vietnam's indented eastern coastline extends from the Gulf of Tonkin to the South China Sea, past the Mekong delta, and reaches the Gulf of Thailand.

At its narrowest point, the distance between its border with Laos in the west and the South China Sea in the east is only 31 miles.



WEEK 15

Specialized Pronouns

— LESSON 57 —

Parts of Speech

Parts of the Sentence

Intensive and Reflexive Pronouns

Anita made herself a huge brownie sundae!

Reflexive pronouns refer back to the subject.

Usually, reflexive pronouns act like objects.

Part of speech is a term that explains what a word does.

Part of the sentence is a term that explains how a word functions in a sentence.

He adapted himself to their knowledge.

He gave himself a task.

He praises in himself what he blames in others.

myself, himself, herself, itself, yourself, yourselves, ourselves, themselves

Intensive pronouns emphasize a noun or another pronoun.

The Queen of England herself gave the speech.

The Queen of England gave the speech herself.

DO

The Queen of England gave herself.

IO

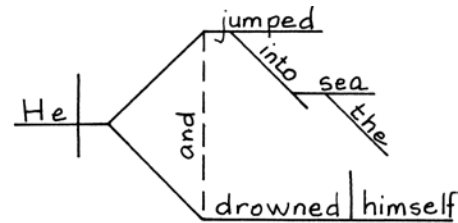
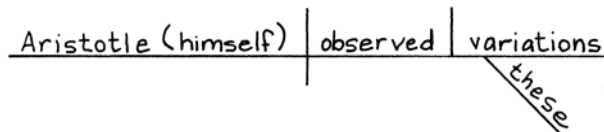
The Queen of England gave herself the speech.

OP

The Queen of England gave the speech to herself.

Aristotle himself observed these variations.

He jumped into the sea and drowned himself.



Do NOT use themselves, hisself, or ourself.

Diana and myself cooked a casserole.

Diana and I cooked a casserole.

I myself cooked a casserole.

Take care of yourself.

Exercise 57A: Identifying Intensive and Reflexive Pronouns

Underline the intensive and reflexive pronouns in the following sentences. Above each pronoun, write *I* for intensive or *R* for reflexive. If the pronoun is reflexive, also mark it as *DO* (direct object), *IO* (indirect object), or *OP* (object of the preposition). The first is done for you.

The good woman let go with a smile, and Louise found ^{R DO} herself alone.

But when the son received his father well, the old man was beside himself with joy.

They would also cook themselves, and wait upon each other.

Throughout the work are feeble poetic epigrams composed by the compiler himself.

The race lies between Master Schummel and yourself.

No one knows me better than I know myself.

How comes it that you have produced nothing of value yourself?

He convicted of ignorance those who had a great opinion of themselves.

I made up my mind to go myself.

Between ourselves, you owe your wife a great deal.

It would be strange indeed if I should torture myself, and make of myself something which I am not, and hide myself beneath a character foreign to me.

Exercise 57B: Using Intensive and Reflexive Pronouns Correctly

Each of the following sentences contains errors in the usage of intensive and reflexive pronouns. Cross out the incorrect word and write the correction above it.

- He was quite beside hisself.
- We had seated ourselves round the table.
- You yourself did myself the honor to say that you wished myself to be *fully* informed.
- Then I go away for a little time and leave them to theirselves.
- Our assignment of himself to the third century is based merely on the fact that he quotes writers of the second, and is hisself in turn cited by somewhat later authors.
- On the contrary, himself thought the ideal and the practical life perfectly compatible, and himself strove to unite in himself the poet and the man of affairs.

Exercise 57C: Diagramming Intensive and Reflexive Pronouns

On your own paper, diagram every word in the following sentences, taken from *The Library of the World's Best Literature, Ancient and Modern*, Vol. 12, ed. Charles Dudley Warner.

- I myself suffer from a different kind of education.
- In the first place, I was ashamed of myself.
- He prided himself on his simple manner of living, and never exacted any pay.
- His love for the Northern seas shows itself in his poetry and prose.

— LESSON 58 —

Demonstrative Pronouns
Demonstrative Adjectives

Questions	Punch lines
What did the teacher say to make the student eat his quiz?	That opens up a whole new can of worms.
What did the customer in the butcher shop hear that scared him?	This will be a piece of cake!
What did the fisherman say when he dropped his bucket of bait?	These cost an arm and a leg.

Demonstrative pronouns demonstrate or point out something. They can take the place of a single word or a group of words.

this, that, these, those

“Your cousin wrote this,” said Aunt Alexandra. “He was a beautiful character.”

“Didn’t know it was this dark. Didn’t look like it’d be this dark earlier in the evening.”

Demonstrative adjectives modify nouns and answer the question *which one*.

That was the only time I ever heard Atticus say it was a sin to do something . . .

“I destroyed his last shred of credibility at that trial, if he had any to begin with.”

It was times like these when I thought my father, who hated guns and had never been to any wars, was the bravest man who ever lived.

I was beginning to notice a subtle change in my father these days, that came out when he talked with Aunt Alexandra.

“Dill, those were his own witnesses.”

Mrs. Merriweather was one of those childless adults who find it necessary to assume a different tone of voice when speaking to children.

Those | were | witnesses
his | own

Mrs. Merriweather | was | one | of | adults
those | childless

(The above sentences are from *To Kill a Mockingbird*, by Harper Lee.)

Did you see the coaster? That is one scary ride.

Raindrops on roses and whiskers on kittens, bright copper kettles and warm woolen mittens, brown paper packages tied up with strings—these are a few of my favorite things.

Exercise 58A: Demonstrative Pronouns and Demonstrative Adjectives

In the sentences below, label every occurrence of *this*, *that*, *these*, and *those* as either *DP* (demonstrative pronoun) or *DA* (demonstrative adjective). Draw an arrow from each demonstrative adjective to the noun it modifies. Label each demonstrative pronoun as *S* (subject), *DO* (direct object), *IO* (indirect object), or *OP* (object of the preposition).

These sentences are taken from *World of Warcraft and Philosophy: Wrath of the Philosopher King*, ed. Luke Cuddy and John Nordlinger.

And this is when weird things can happen.

How can we even begin to think of this?

Thus they are no longer “non-specified members of that other community,” making their fights more personal than political.

Plato then proceeds to discuss what it would be like for one of these people to be freed, and roam outside of the cave.

I want to know what’s on the other side of those hills.

Those occupying the hypothetical “original position” ensure fairness of society for all citizens.

However, these only function as driving licenses for the shiny siege weapons.

Boredom, he believed, was the worst of these, calling it “the root of all evil.”

The story of *Warcraft II* is obviously a continuation of that.

That is guided by the game mechanics.

Since prices and goods within WoW are so similar to those seen on Earth, we should be able to measure the value generated by Blood Elves just like we measure the value generated by actual people.

Of course, this situation is unrealistic, as no reasonable entrepreneur would open a hobby store surrounded by eleven others.

But if Ner’zhul knew this, he would have no reason to trust Kil’jaeden.

These two models are very troublesome.

Exercise 58B: Demonstrative Pronouns

In the blank beneath each sentence, write a possible description of the thing or person that the underlined demonstrative pronoun stands for. Make sure to choose the correct number. (And use your imagination.)

Those are my least favorite ever.

That is the most spectacular thing I have ever seen.

This is truly horrifying.

These should just be thrown away immediately.

Exercise 58C: Diagramming

On your own paper, diagram every word in the following three sentences, taken from *What Is Your Quest?: From Adventure Games to Interactive Books*, by Anastasia Salter.

In text-only games, this is the only description available.

This take-it-or-leave-it avatar is not typical of other styles of games.

The campaign focused on the involvement of those creators and a return to the narrative.

— LESSON 59 —

Demonstrative Pronouns

Demonstrative Adjectives

Interrogative Pronouns

Interrogative Adjectives

Interrogative pronouns take the place of nouns in questions.

who, whom, whose, which, what

“Who started this?” said Uncle Jack.

“Talk like what in front of whom?” he asked.

Whose is that blanket?

Which is correct?

Whose blanket is missing?

What madness is this?

Which shoes are yours?

Interrogative adjectives modify nouns.

REMEMBER #1: Don't confuse *whose* and *who's*.

Whose orange flip-flops are those?

Who's cooking dinner?

Interrogative pronoun

Contraction of who is

I don't know whose/who's coming to dinner.

Whose/who's plate is still empty?

REMEMBER #2: Use *whom* as an object and *who* as a subject or predicate nominative.

CORRECT

Who started this?

She started this. They started this. I started this.

Jack started this.

Talk like what in front of whom?

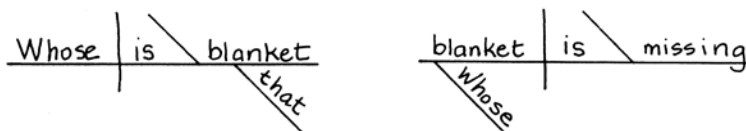
In front of him? In front of her? In front of them?

In front of Jack?

Whom/Who is calling?

To whom/who did you speak?

REMEMBER #3: Diagram interrogative adjectives like any other adjective, and diagram interrogative pronouns like any other pronoun.

**Exercise 59A: Identifying Demonstrative and Interrogative Pronouns**

Underline all of the demonstrative and interrogative pronouns in the sentences. There may be more than one in each sentence.

These sentences are taken from *Japanese Fairy Tales*, compiled by Yei Theodora Ozaki.

"They have stood outside this house through the winter and the summer, often denying themselves food and sleep so they may win you. What more can you demand?"

"I shall soon take my leave if you will give me the big box—that is all I want!"

The insignia of the great Japanese Empire is composed of three treasures. These are the Yata-no-Kagami or the Mirror of Yata, the Yasakami-no-Magatama or the Jewel of Yasakami, and the Murakumo-no-Tsurugi or the Sword of Murakumo.

"This is no ordinary child. Whose can he be? I will find out before this day is done."

All the animals, those he had tamed to serve him, the bear, the deer, the monkey, and the hare, came to ask if they might attend him as usual.

But which was the way? He could not find it alone!

Slowly, very slowly, he untied the red silk cord, slowly and wonderingly he lifted the lid of the precious box. And what did he find? Strange to say only a beautiful little purple cloud rose out of the box in three soft wisps.

“That is good,” said the old man. He then washed his feet in a basin of water and stepped up to the veranda.

These were placed before the old man, and the Lady Sparrow asked him to choose whichever he liked for a present, which she wished to give him.

“But next to you then, who is the strongest?”

Exercise 59B: Using Interrogative and Demonstrative Pronouns Correctly

Choose the correct word in parentheses. Cross out the incorrect word.

(These / Those) are my suitcases right here, so (these / those) must be Akari's suitcases next to the check-in counter.

(Whose / Who's) excited about flying to Tokyo tonight?

(Who's / Whose) sitting in the exit row of the plane?

(Who / Whom) is planning to take the day trip to Mount Fuji with me?

(This / These) is Akari's favorite travel pillow.

(Whose / Who's) are these blankets?

(Who / Whom) did she ask to meet us at the airport?

(Who / Whom) did you invite to dinner?

(Who / Whom) is leading the Tokyo biking tour on Thursday?

(Who / What) is the name of the guide of the walking tour of Omoide Yokochō?

With (who / whom) will you eat dinner on Friday?

(This / These) has been a very smooth plane ride.

Exercise 59C: Diagramming Interrogative and Demonstrative Pronouns

On your own paper, diagram the following sentences.

Whose are these lovely summer yukatas?

She bought what?

She carefully packed a suitcase of this and that.

Who wore this?

For whom were these shoes made?

Which is the best fish market in Tokyo?

You must try this octopus and those shrimp!

— LESSON 60 —

Pronoun Review Sentences Beginning with Adverbs

A pronoun takes the place of a noun.

An antecedent is the noun that is replaced by the pronoun.

Personal Pronouns

I, me, my, mine,
you, your, yours
he, she, him, her, it
his, hers, its
we, us, our, ours,
they, them, their, theirs

Indefinite pronouns are pronouns without antecedents.

Singular

anybody	anyone	anything
everybody	everyone	everything
nobody	no one	nothing
somebody	someone	something
another	other	one
either	neither	each

Plural

both	few	many	several
------	-----	------	---------

Singular or Plural

all	any	most	none	some
-----	-----	------	------	------

Reflexive pronouns refer back to the subject.

myself, himself, herself, itself, yourself, yourselves, ourselves, themselves

She tripped and hurt herself.

She herself tripped.

Intensive pronouns emphasize a noun or another pronoun.

Demonstrative pronouns demonstrate or point out something. They can take the place of a single word or a group of words.

this, that, these, those

Interrogative pronouns take the place of nouns in questions.

who, whom, whose, which, what

Interrogative adjectives modify nouns.

What are you doing? Don't you know what direction to go?

That is she.

What is that?

Which is yours?

Where are you?

There you are.

So it is.

That | is \ she

What | is \ that

Which | is \ yours

Three sets of handwriting practice lines, each consisting of a horizontal line with a vertical line intersecting it, and a diagonal line extending from the intersection point downwards and to the right.

Exercise 60A: Singular/Plural Indefinite Pronouns

Cross out the incorrect verb in each sentence. These are slightly adapted from *The Autobiography of Benjamin Franklin*, which is (you'll be surprised to hear) by Benjamin Franklin.

Not all of the wagons (were/ was) in serviceable condition.

None of the provisions (are/ is) left.

Some of them (were/ was) very unhappy.

Some of the hasty pudding (were/ was) left.

Some of my faults (were/ was) corrected.

I put down on paper my thoughts as they occurred. Most (are/ is) now lost.

Most (were/ was) men of property.

I asked for reassurance, but none (was/ were) forthcoming.

Exercise 60B: Interrogatives and Demonstratives

In each of the following sentences, underline the interrogatives and demonstratives. If they are acting as adjectives, draw a line from each to the noun it modifies. If they are acting as other parts of the sentence, label them (*S* for subject, *DO* for direct object, *IO* for indirect object, or *OP* for object of the preposition).

These sentences are also from *The Autobiography of Benjamin Franklin*.

What do you intend to infer from that?

What good shall I do this day?

That amounts to nothing.

Whose shop is next door?

These were not the governor's letters!

And, perhaps, this might be one occasion of the differences we began to have about this time.

My time for these exercises and for reading was at night, after work or before it began in the morning,

I will give you what account I can of them at this distance from my papers, and if these are not lost in my absence, you will among them find many more particulars.

Exercise 60C: Diagramming Practice

On your own paper, diagram every word of the following sentences, also taken from *The Autobiography of Benjamin Franklin*.

Some of my descendants may follow this example, and reap the benefit.

Where should I look for my night's lodging?

There are no gains without pains.

Our mutual affection was revived, but there were now great objections to our union.



— REVIEW 5 —

Weeks 13-15

Topics

Pronouns and Antecedents

Possessive Pronouns

Subject and Object Pronouns

Indefinite Pronouns (and Subject-Verb Agreement)

Troublesome Verbs

Active and Passive Voice

Conjugating Passive Voice

Intensive and Reflexive Pronouns

Demonstrative and Interrogative Pronouns

Review 5A: Types of Pronouns

Put each pronoun from the word bank in the correct category. Some words may belong in more than one category.

this	my	many	who
himself	her	which	
those	myself	we	none
all	us	its	
whose	it	them	ourselves
he	these	ours	

Personal Subject	_____	_____	_____
Personal Object	_____	_____	_____
Personal Possessive	_____	_____	_____
Indefinite	_____	_____	_____
Demonstrative	_____	_____	_____
Interrogative	_____	_____	_____
Intensive/Reflexive	_____	_____	_____

Review 5B: Using Correct Pronouns

Cross out the incorrect pronoun in parentheses.

(Whose/Who's) going to help my mother and (I/me) shop at the farmer's market?

(Whose/Who's) basket is sitting over (there/their) with the gooseberries in it?

The first person to suggest we make gooseberry fool was (he/him).

My mother, my sister, and (he/him) were all arguing about (whose/who's) recipe for gooseberry fool is the best.

(There/their) was too much whipped cream in all of (there/their) recipes, and (their/they're) not sure how to fix (their/ they're) soupy desserts.

(Who/Whom) would like to use (my/mine) recipe instead?

My father and (I/myself) would prefer to make the new gooseberry fool recipe by (ourself/ourselves).

(Who/Whom) are (they/them) cooking with tomorrow?

The last two people to finish cooking were (he/him) and (I/me).

(I/me) and (he/him) are cooking the next meal with (who/whom)?

Review 5C: Pronouns and Antecedents

Circle the nineteen personal pronouns (subject, object, and possessive) in the following excerpts from *Sideways Stories from Wayside School*, by Louis Sachar. Draw arrows to each pronoun's antecedent.

Mrs. Jewls hit her head against the wall five times. "How many times did I hit my head against the wall?" she asked.

"One, two, three, four, five, six, seven, eight, nine, ten. You hit your head against the wall ten times," said Joe.

The bell rang, and all the other children came back from recess. The fresh air had made them very excited, and they were laughing and shouting.

"Oh, darn," said Joe. "Now I missed recess."

"Hey, Joe, where were you?" asked John. "You missed a great game of kickball."

"Boy, am I hungry," said Louis. "I don't think Mrs. Gorf would mind if I ate this apple. After all, she always has so many."

He picked up the apple, which was really Mrs. Gorf, shined it up on his shirt, and ate it.

Review 5D: Agreement with Indefinite Pronouns

Choose the correct word in parentheses to agree with the indefinite pronouns. Cross out the incorrect word.

Hardly anyone can park (her or his / their) car close to the restaurant.

No one (enjoys / enjoy) a roast chicken more than I do.

(Is / Are) all of the peaches gone?

(Is / Are) all of the peach cobbler gone?

Some of these containers (hold / holds) cooking oil.

Both (was / were) silent as the meal was served.

(Is / Are) someone paying the bill?

Most of the talking (was / were) done by our host.

Most of the meal (is / are) gone by now.

(Has / Have) all of you finished eating?

(Has / Have) all of the wine been drunk as well?

Review 5E: Distinguishing between Active and Passive Voice

Identify each underlined verb as *A* for active voice or *P* for passive voice. These sentences were taken from *Yes, Chef: A Memoir*, by Marcus Samuelsson.

I have never seen a picture of my mother. _____

The words seem meaningless, except the last is a clue because even today, in rural Ethiopia, girls are not encouraged to go to school. _____

I know this is what she fed us because this is what poor people eat in Ethiopia. _____

I have taught myself the recipes of my mother's people because those foods are for me, as a chef, the easiest connection to the mysteries of who my mother was. _____

When Mom, Dad, and Anna arrived at the customs area, they learned that our flight had been delayed for several hours. _____

In his application, my father promised to raise his adopted children in a good family, one with a dog and a cat, "both very friendly towards children." _____

Mr. Ljungqvist was shaped like a bowling ball, with thick white hair curling from under his black fisherman's cap. _____

Tram conductors who carried trolleys full of commuters were called herring packers. _____

If you were exhausted, you were a dead herring. _____

Ljungqvist's customers bought lots and lots of herring—to poach, pickle, bake, and layer into cheesy, creamy casseroles with leeks and tomatoes. _____

Review 5F: Troublesome Verbs

Choose the correct verb form in parentheses. Cross out the incorrect forms. These sentences were taken from *Life, on the Line: A Chef's Story of Chasing Greatness, Facing Death, and Redefining the Way We Eat*, by Grant Achatz and Nick Kokonas.

Before she could agree Michael glided over to the light, (raised/rose) his arm to the bulb, and snapped his fingers.

I fired up the stove, (sat/set) my cutting board in place, and composed a couple of bains-marie with essential tools.

And of course, the ice cream had to be made, spun, (laid/lain) out in trays, frozen, and then punched out with a ring cutter and immediately refrozen.

After (setting/sitting) in Central Park for a bit we made our way to Cru.

It is the story of a man who (raised/rose) to the top of his chosen profession by working incredibly long hours and paying meticulous attention to detail to produce food in the best way he could.

He flopped his coat on the back of one of my dining room chairs and (lay/laid) out a few sheets of paper.

But the genius of the dish (lay/laid) in the use of the warmed vanilla bean as an aromatic handle.

A group of burgundy books (sat/set) on the shelf like a red siren flashing at me.

Without breaking stride he slid over to the dish machine, and again using his free hand, squeegeed the water off the rack, and starting (lying/laying) plates down.

I have been looking for about six months for a spot that would (let/leave) me produce my own food.

My overall plan for (raising/rising) the money for the restaurant was pretty simple.

He said good morning as he passed, began (sitting/setting) up his station, and then slid next to me.



WEEK 16

Imposters

— LESSON 61 —

Progressive Tenses

Principal Parts

Past Participles as Adjectives

Present Participles as Adjectives

One Sunday afternoon in 1917, cousins named Frances Griffiths and Elsie Wright, aged nine and fifteen, saw some fairies and took clear snapshots of them with their box camera . . . In 1983, sixty-six years later, Elsie Wright and Frances Griffiths decided that it was time to confess what people had suspected all along. The fairies were paper dolls . . . propped up on the grass with pins.

—Kathryn Ann Lindskoog, *Fakes, Frauds, & Other Malarkey*

	First Principal Part Present	Second Principal Part Past	Third Principal Part Past Participle
	plan	planned	planned
	burst	burst	burst
	catch	caught	caught
	fall	fell	fallen

The planned vacation did not go well.

The burst balloon fit inside the honey jar.

The caught fish wriggled on the hook.

I climbed over the fallen tree.

The past participle of a verb can act as a descriptive adjective.

The freshly picked peaches were full of flavor.

As the clock struck twelve, he heard a rustling noise in the air.

By the side of the road, he saw a fox sitting.

Her mother stirred the pot of boiling water.

The snoring guards lay at the doorstep, fast asleep.

A simple verb simply tells whether an action takes place in the past, present, or future.

I thought, I think, I will think.

A perfect verb describes an action which has been completed before another action takes place.

I had thought, I have thought, I will have thought.

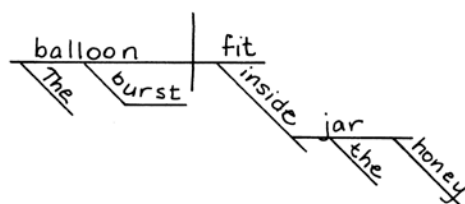
A progressive verb describes an ongoing or continuous action.

I was thinking, I am thinking, I will be thinking.

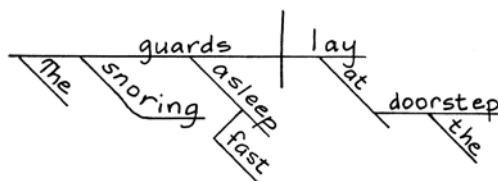
First Principal Part Present	Second Principal Part Past	Third Principal Part Past Participle	Present Participle
rustle	rustled	rustled	rustling
sit	sat	sat	sitting
snore	snored	snored	snoring
am	was	been	being

The present participle of a verb can act as a descriptive adjective.

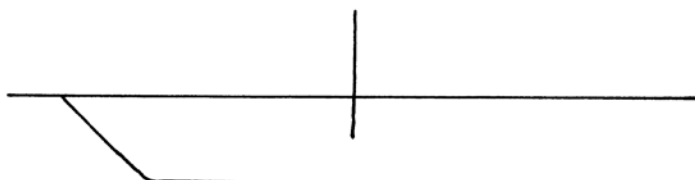
The burst balloon fit inside the honey jar.



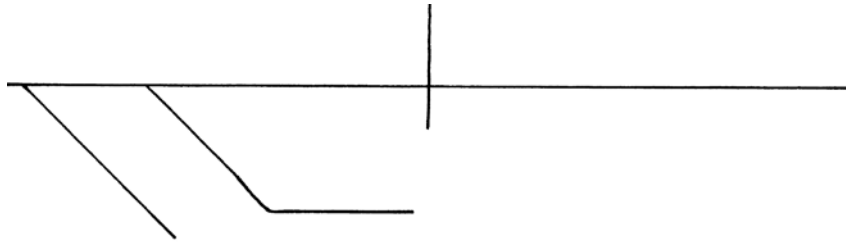
The snoring guards lay at the doorstep, fast asleep.



Sparkling stars shone.



The forgotten cheese molded.



OPTIONAL:

The rustling leaves told us that the wind was rising.
 The leaves, being rustled, signified the coming of fall.
 Having rustled the leaves, the wind died down.
 The leaves having been rustled, the wind died down.
 The rustled leaves finally stilled.

Present (Active) Participle	Present (Passive) Participle	Perfect Present (Active) Participle	Perfect Present (Passive) Participle	Past Participle
add <i>-ing</i>	being + past participle	having + past participle	having + been + past participle	add <i>-ed</i> (second principle part)
rustling	being rustled	having rustled	having been rustled	rustled
eating				eaten
reading				read

Exercise 61A: Identifying Past Participles Used as Adjectives

Underline the past participles used as adjectives in the following sentences, taken from *Where the Red Fern Grows*, by Wilson Rawls. Draw a line to the noun or pronoun that each one modifies.

It was too much for him and he took off down the street, squalling like a scalded cat.

I went off to bed with my heart all torn up in little pieces, and cried myself to sleep.

However, many was the time I'd find my vegetables left in the abandoned camp.

Early the next morning, with the can jammed deep in the pocket of my overalls, I whistled and sang.

He saw the faded yellow piece of paper sticking out from the coins.

The country was new and sparsely settled.

Exercise 61B: Identifying Present Participles Used as Adjectives

Underline the present participles used as adjectives in the following sentences, taken from *Because of Winn-Dixie*, by Kate DiCamillo. Draw a line to each word modified.

There were just a lot of vegetables rolling around on the floor, tomatoes and onions and green peppers.

You are a suffering dog, so maybe he will take to you right away.

I couldn't do anything about his crooked yellow teeth because he got into a sneezing fit every time I started brushing them with my toothbrush, and I finally had to give up.

But the first time Miss Franny Block saw Winn-Dixie standing up on his hind legs like that, looking in the window, she didn't think he was a dog.

Miss Franny sat there trembling and shaking.

Exercise 61C: Diagramming Participles Used as Adjectives

On your own paper, diagram the following sentences.

Barking dogs keep us awake.

Shut windows don't keep out the sound.

My complaining father calls our neighbors.

Our embarrassed neighbors bring their dogs into the house.

— LESSON 62 —

Parts of Speech and Parts of Sentences Present Participles as Nouns (Gerunds)

The cuckoo is one of the great con artists of the animal world. It can trick other birds into raising its children by laying their eggs in the stranger's nest. When the cuckoo chicks hatch, the youngsters continue their parents' strategy by killing any other birds in the nest before they reveal their identity. Scientists have found the imposter cuckoo even fools the foster parent into thinking its chicks are still alive by flapping yellow patches on its wings. This also creates the illusion there are more mouths to feed and tricks the foster parents into delivering more food.

—Augustus Brown, *Why Pandas Do Handstands: And Other Curious Truths About Animals*

The running rabbit was darting towards the briar patch.

Part of speech is a term that explains what a word does.

A noun names a person, place, thing, or idea.

Part of the sentence is a term that explains how a word functions in a sentence.

subject direct object indirect object object of a preposition

A gerund is a present participle acting as a noun.

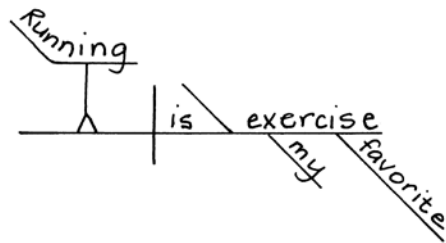
Careful sailing was the duty of the captain's mate.

This day was lost from pure whim, for the pleasure of going ashore.

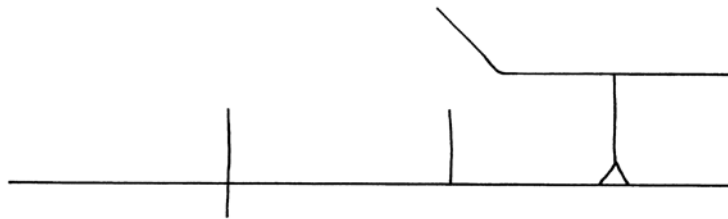
Providence gives the deserving their due.

With the other hand, he repressed the beatings of his heart.

Running is my favorite exercise.



He feared falling.



Exercise 62A: Identifying Gerunds

In the following sentences, adapted from *Thor: Viking God of Thunder*, by Graeme Davis, underline each subject once and each predicate twice. Write *DO* above any direct objects of the predicate, *IO* above any indirect objects of the predicate, *OP* above any objects of prepositions, and *PN* above any predicate nominatives. Then, circle each gerund.

Reading between the lines of the myths reveals Thor to be a model for pagan warriors.

Thor's favorite pastime is slaying giants.

Thor was known for slaughtering giants left and right.

The stories emphasize his fighting.

Protecting Asgard from encroaching giants was his primary task.

The gloves gave Thor the necessary strength for defending Asgard.

Exercise 62B: Diagramming Gerunds, Present Participles, and Progressive Verbs

On your own paper, diagram every word in the following sentences.

A giant loves eating and fighting!

They were speaking to the farmer.

Hoping propelled them forward.

I am pointing this out.

I am very tired of travelling.

Please stop shouting about the flying hammer!

— LESSON 63 —

Gerunds

Present and Past Participles as Adjectives

Infinitives

Infinitives as Nouns

The comings and goings of her acquaintances provided Mrs. Jennings great entertainment.

This circumstance was a growing attachment between her eldest girl and the brother of Mrs. John Dashwood.

The presence of the two Miss Steeles, lately arrived, gave Elinor pain.

An infinitive is formed by combining *to* and the first person singular present form of a verb.

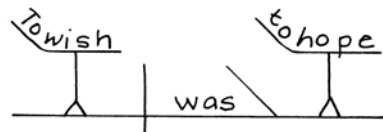
	Present Tense		Infinitive
	Singular	Plural	
First person	I give	we give	_____
Second person	you give	you give	
Third person	he, she, it gives	they give	

	Present Tense		Infinitive
	Singular	Plural	
First person	I think	we think	_____
Second person	you think	you think	
Third person	he, she, it thinks	they think	
First person	I have	we have	_____
Second person	you have	you have	
Third person	he, she, it has	they have	

To err is human.
 To forgive is divine.
 —Alexander Pope

To wish was to hope.

To hope was to expect.
 —Jane Austen



Exercise 63A: Identifying Gerunds and Infinitives

Underline the gerunds and infinitives in the following quotes about the twentieth century. Identify the imposters as *G* for gerund or *I* for infinitive. Then, identify each gerund or infinitive as a subject (*S*), predicate nominative (*PN*), direct object (*DO*), or object of a preposition (*OP*).

One of the really notable achievements of the twentieth century has been to make the young old before their time.
 —Robertson Davies

... [M]an began to study himself as a scientific phenomenon.
 —Timothy Leary

Pilots generally take pride in a good landing, not in getting out of the vehicle.
 —Neil Armstrong

Avoiding danger is no safer in the long run than outright exposure. The fearful are caught as often as the bold.
 —Helen Keller

The major task of the twentieth century will be to explore the unconscious, to investigate the subsoil of the mind.

—Henri Bergson

Public policy in the twentieth century was about protecting and expanding the social compact, based on recognition that effective government at the federal level provides rules and services and safety measures that contribute to a better society.

—Carl Bernstein

Twentieth-century man must . . . purposefully strive to discover the hidden secrets of our universe.

—John Young

. . . [T]he iconoclast . . . refuses to acknowledge any . . . rules or hierarchy.

—Peter Sloterdijk

. . . [P]eople . . . think they're doing a great job of hiding stuff, and it just keeps leaking out.

—Harry Shearer

I like to think of my behavior in the sixties as a learning experience.

—P. J. O'Rourke

I have a lifetime appointment and I intend to serve it.

—Thurgood Marshall

The thing the sixties did was to show us the possibilities and the responsibility that we all had.

—John Lennon

Everyone wants to be Cary Grant. Even I want to be Cary Grant.

—Cary Grant

To say "I accept," in an age like our own, is to say that you accept concentration-camps, rubber truncheons, Hitler, Stalin, bombs, aeroplanes, tinned food, machine guns, putsches, purges, slogans, Bedaux belts, gas-masks, submarines, spies, provocateurs, press-censorship, secret prisons, aspirins, Hollywood films and political murder.

—George Orwell

Exercise 63B: Diagramming Gerunds and Infinitives

On your own paper, diagram the following sentences.

We start to rock.

Stop shouting.

To live is to die.

I cannot bear to witness any longer.

Running and shrieking are very bad ideas.

— LESSON 64 —

Gerunds

Present and Past Participles

Infinitives

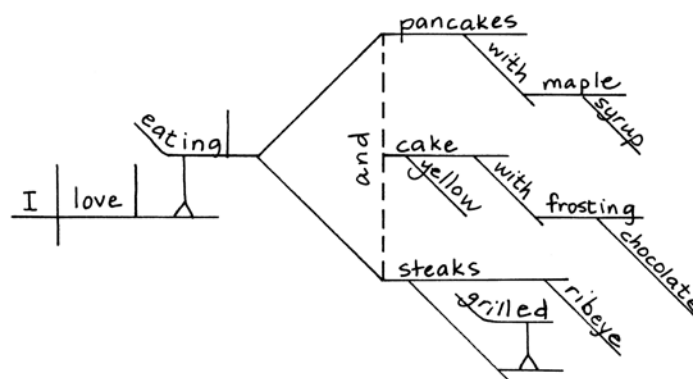
Gerund, Participle, and Infinitive Phrases

I love eating.

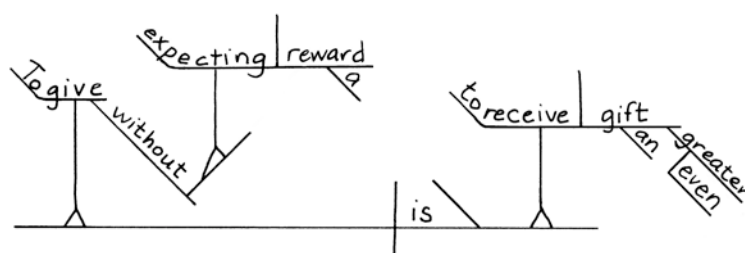
I love eating

A phrase is a group of words serving a single grammatical function.

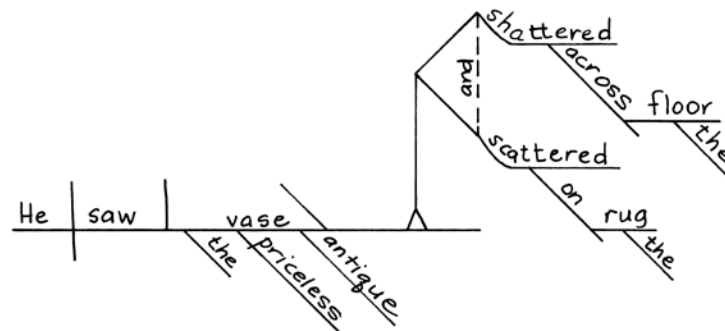
I love eating pancakes with maple syrup, yellow cake with chocolate frosting, and grilled ribeye steaks.



To give without expecting a reward is to receive an even greater gift.



He saw the priceless antique vase shattered across the floor and scattered on the rug.



Exercise 64A: Identifying Phrases that Serve as Parts of the Sentence

In the following sentences, begin by underlining each prepositional phrase.

- Then, circle each group of words that contains a gerund, infinitive, or past participle.
- Each one serves as a part of the sentence. (Those circled phrases might include some of your prepositional phrases!) Label each circled phrase. Your options are: *ADJ* (adjective), *ADV* (adverb), *S* (subject), *IO* (indirect object), *DO* (direct object), *OC* (object complement), *OP* (object of the preposition), *PN* (predicate nominative), or *PA* (predicate adjective).

These sentences are taken from *Otto of the Silver Hand*, by Howard Pyle.

Why had he talked about churning butter?

No knight in those days dared to ride the roads without full armor.

He left the room to give the needful orders, bearing the babe with him.

He was to leave the happy, sunny silence of the dear White Cross, and to go out into that great world.

The light from the oriel window behind the old man shed broken rays of light upon him, and seemed to frame his thin gray hairs with a golden glory.

He was a great lover of books, and had under lock and key wonderful and beautiful volumes, bound in hog-skin and metal, and with covers inlaid with carved ivory, or studded with precious stones.

He stood intently, motionlessly, listening, listening; but all was silent except for the monotonous dripping of water in one of the nooks of the court-yard, and the distant murmur of the river borne upon the breath of the night air.

Oftentimes the good Father Abbot, coming into the garden, would find the poor, simple Brother sitting under the shade of the pear-tree, rocking the little baby in his arms, singing strange, crazy songs to it, and gazing far away into the blue, empty sky with his curious, pale eyes.

Exercise 64B: Diagramming

On your own paper, diagram all of the sentences from Exercise 64A.



WEEK 17

Comparatives and Superlatives Subordinating Conjunctions

— LESSON 65 —

Adjectives

Comparative and Superlative Adjectives

An adjective modifies a noun or pronoun.

Adjectives tell what kind, which one, how many, and whose.

The positive degree of an adjective describes only one thing.

The comparative degree of an adjective compares two things.

The superlative degree of an adjective compares three or more things.

Most regular adjectives form the comparative by adding *-r* or *-er*.

Most regular adjectives form the superlative by adding *-st* or *-est*.

Positive	Comparative	Superlative
large	larger	largest
big	bigger	biggest
silly	sillier	silliest

Spelling Rules

If the adjective ends in *-e* already, add only *-r* or *-st*.

noble	nobler	noblest
pure	purer	purest
cute	_____	_____

If the adjective ends in a short vowel sound and a consonant, double the consonant and add *-er* or *-est*.

red	redder	reddest
thin	thinner	thinnest
flat	_____	_____

If the adjective ends in -y, change the y to i and add -er or -est.

hazy	hazier	haziest
lovely	lovelier	loveliest
lucky	_____	_____

Many adjectives form their comparative and superlative forms by adding the word *more* or *most* before the adjective instead of using -er or -est.

unusual	more unusual	most unusual
fascinating	more fascinating	most fascinating
fun	more fun	most fun

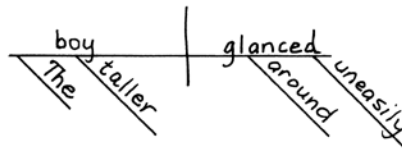
She is more lovely than the dawn.

She is lovelier than the dawn.

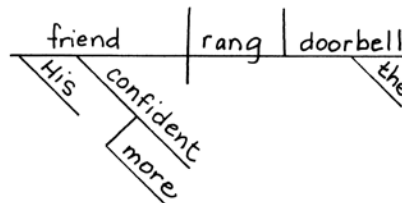
She is the most lovely of all women.

She is the loveliest of all women.

The taller boy glanced around uneasily.



His more confident friend rang the doorbell.



In comparative and superlative adjective forms, the words *more* and *most* are used as adverbs.

Exercise 65A: Identifying Positive, Comparative, and Superlative Adjectives

Identify the underlined adjective forms as *P* for positive, *C* for comparative, or *S* for superlative.

These sentences are from *Modern Painters*, Volume I, by John Ruskin.

If we stand for a little time before any of the more celebrated works of landscape, listening to the comments of the passers-by, we shall hear numberless expressions relating to the skill of the artist, but very few relating to the perfection of nature.

The particularization of flowers by Shakespeare and Shelley affords us the most frequent examples of the exalted use of these inferior details.

The same faults must be found with his present painting of foliage, neither the stems nor leafage being ever studied from nature; and this is the more to be regretted, because in the earlier works of the artist there was much admirable drawing.

The picture which has the nobler and more numerous ideas, however awkwardly expressed, is a greater picture than that which has the less noble and less numerous ideas, however beautifully expressed.

If this then be the definition of great art, that of a great artist naturally follows. He is the greatest artist who has embodied, in the sum of his works, the greatest number of the greatest ideas.

Leonardo's landscape has been of unfortunate effect on art, so far as it has had effect at all. In realization of detail he verges on the ornamental, in his rock outlines he has all the deficiencies and little of the feeling of the earlier men.

Exercise 65B: Forming Comparative and Superlative Adjectives

Fill in the blank with the correct form of the adjective in parentheses. These sentences are from *Women Painters of the World: From the Time of Caterina Vigri, 1413–1463, to Rosa Bonheur and the Present Day*, edited by W. S. Sparrow.

The work of Matilda Heming is interesting in a _____ way. (comparative of *special*)

_____ than the authenticated history of Greek art is a tradition that connects a girl's name with the discovery of a great craft, the craft of modelling portraits in relief. (comparative of *old*)

Lavinia Fontana and Elisabetta Sirani were the _____ women painters whose travels did not extend beyond Italy. (superlative of *able*)

Elisabetta's health gave way, a painful disease of the stomach assailed her; and yet to the last day but one of her short life, she remained true to her colours, and was one of art's _____ soldiers. (superlative of *true*)

There is some work of Mary Beale's in the National Portrait Gallery, London; it is work of the quiet, genuine kind, and _____ than most of the painting that came for some time afterwards. (comparative of *good*)

Marianne Stokes is made of _____ stuff. (comparative of *stern*)

Caterina Vigri was the _____ of these nuns, and the picture "St. Ursula and her Maidens" was painted in the year 1456. (superlative of *early*)

The work of each has great interest, but that of Mary Cassatt is the _____ and the _____; it is _____ with the emotions of the painter's own heart. (comparative of *attractive*, comparative of *enduring*, comparative of *rich*)

There are _____ and _____ qualities in the quiet wisdom of Julie Wolfthorn, a Berlin painter of note. (comparative of *high*, comparative of *subtle*)

Her attainments, her wit, and her eminent merits made Cornélie Lamme one of the _____ women of her day. (superlative of *remarkable*)

Exercise 65C: Diagramming Comparative and Superlative Adjectives

On your own paper, diagram the following four sentences from *A History of Art for Beginners and Students: Painting, Sculpture, Architecture*, by Clara Erskine Clement.

A second and even more serious fault in Egyptian architecture is a want of proportion.

Of these pyramids, the three at Giza are best known, and that of Cheops is most remarkable.

The great cathedral of Cologne is one of the largest and most famous churches in all of Europe.

This basilica had four rows of Corinthian columns; many of these pillars were taken from more ancient edifices, and were composed of very beautiful marbles.

— LESSON 66 —

Adverbs

Comparative and Superlative Adverbs

Coordinating Conjunctions

Subordinating Conjunctions

An adverb describes a verb, an adjective, or another adverb.
Adverbs tell how, when, where, how often, and to what extent.

The positive degree of an adverb describes only one verb, adjective, or adverb.
 The comparative degree of an adverb compares two verbs, adjectives, or adverbs.
 The superlative degree of an adverb compares three or more verbs, adjectives, or adverbs.

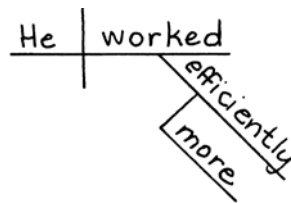
Most adverbs that end in *-ly* form their comparative and superlative forms by adding the word *more* or *most* before the adverb instead of using *-er* or *-est*.

thoughtfully	more thoughtfully	most thoughtfully
sadly	more sadly	most sadly
angrily	more angrily	most angrily

A few adverbs ending in *-y* change the *-y* to *i* and add *-er* or *-est*.

early	earlier	earliest
-------	---------	----------

He worked more efficiently.



He worked more efficiently than his brother.

A conjunction joins two words or groups of words together.

and, or, nor, for, so, but, yet

A coordinating conjunction joins equal words or groups of words together.

The sun and the moon give us light.
 The moon shines fitfully yet brightly.

A subordinating conjunction joins unequal words or groups of words together.

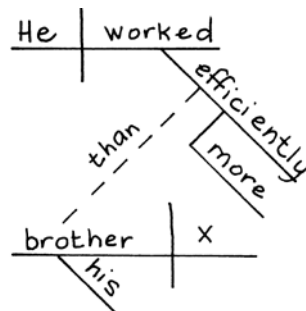
to subordinate: to place in a lower order or rank; to make secondary

sub: from *Latin preposition sub*, beneath, under

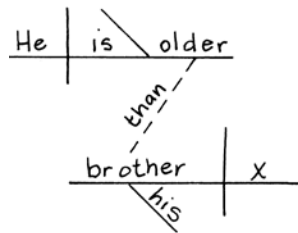
ordinate: from *Latin verb ordo*, to rank

He worked more efficiently than his brother.

He worked more efficiently than his brother [worked].



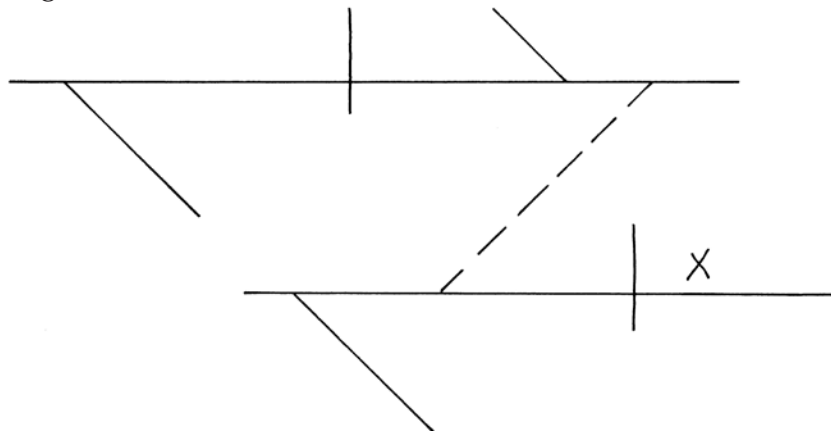
He is older than his brother.
 He is older than his brother [is].



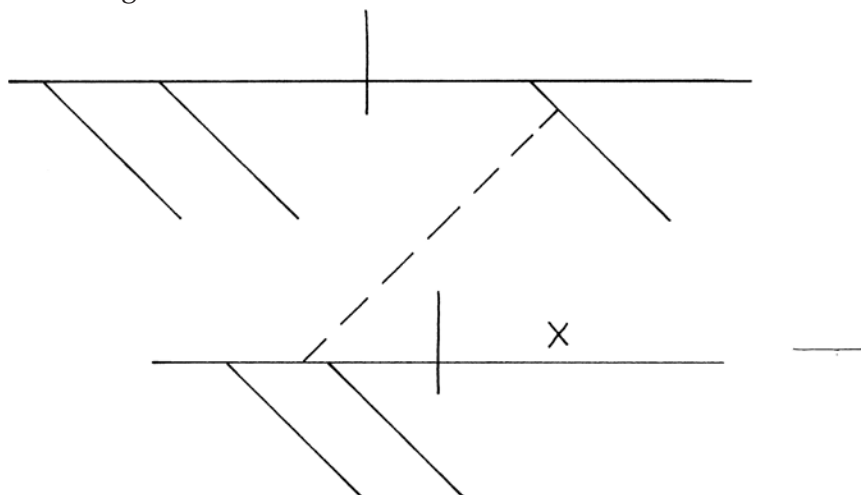
Exercise 66A: Diagramming Comparatives

Diagram the first two sentences on the frames provided. Diagram the remaining sentences on your own paper.

The sun seems brighter than the moon.



The red kettle is boiling hotter than the black cauldron.



Courage is a better choice than cowardice.

You are wiser than he.

That young woman was taller and older than the others.

Exercise 66B: Identifying Positive, Comparative, and Superlative Adverbs

Identify the underlined adverb forms as *P* for positive, *C* for comparative, or *S* for superlative. These sentences are taken from *Wonder Stories*, by Carolyn Sherwin Bailey.

The waters were very heavy and took the lowest place where the earth held them safely in its hollows.

He made the daytime brighter and the gold rays of the sun shine more gloriously.

With these he chained Prometheus to a rock and sent a vulture to eat his flesh, which grew again continually so that Prometheus suffered most terrible pain as the vulture returned each day.

What a pair of shoulders they must have been, for they were, later, to uphold the sky!

“No doubt he intended it for me,” Pandora said, “and most probably it contains pretty dresses for me to wear, or toys for us both, or something nice for us to eat.”

Both of them had been painfully stung.

He dropped his lyre and ran after her, but she eluded him, running more swiftly than the wind.

“Pray run slower and I will follow more slowly!”

She sang to the lyre, the most beautifully of all the sisters.

Exercise 66C: Forming Comparative and Superlative Adverbs

Fill in the blank with the correct form of the adverb in parentheses.

Of all of the heroes, Hercules stood the _____. (tall)

Mercury could travel _____ than thought flies. (fast)

Daedalus loved his son Icarus _____ than any other being in the world. (fervent)

Of the two hammers, Thor’s weighed by far the _____. (heavy)

The ram with a fleece of gold leaped _____ of any animal on Mount Olympus. (high)

Vulcan forged tools for the gods _____ than the best of earthly blacksmiths. (skillfully)

Vulcan forged tools for the gods _____ of all blacksmiths in the universe. (skillfully)

— LESSON 67 —

Irregular Comparative and Superlative Adjectives and Adverbs

Exercise 67A: Best and Worst Ice Cream Flavors

Put the following ice cream flavors in the columns according to your opinion. (There are no correct answers—it all depends on you.)

bacon avocado
salted caramel

mint chocolate chip
bubblegum

rum raisin
cherry cheesecake

good: _____

bad: _____

better: _____

worse: _____

best: _____

worst: _____

Irregular Comparative and Superlative Adjectives

Adjective	Comparative Form	Superlative Form
good	better	best
bad	worse	worst
little	less	least
much	more	most
many	more	most

I have more legs than a snake.

The octopus has the most legs of the three.

Irregular Comparative and Superlative Adverbs

Adverb	Comparative Form	Superlative Form
well	better	best
badly	worse	worst
little	less	least
much	more	most
far	farther	farthest

Do not use *more* with an adjective or adverb that is already in the comparative form.

Do not use *most* with an adjective or adverb that is already in the superlative form.

Use an adjective form when an adjective is needed and an adverb form when an adverb is needed.

INCORRECT

The team played good.
The tomato smells badly.

CORRECT

The team played well.
The tomato smells bad.

S LV ADV PA

I am (not) well.

Common Linking Verbs

am, is, are, was, were, be, being, been

taste, feel, smell, sound, look, prove, grow, remain, appear, stay, become, seem

The music sounds beautiful/beautifully.

Exercise 67B: Using Comparatives and Superlatives Correctly

Choose the correct form in parentheses. Cross out the incorrect form. These sentences are from *Newton's Football: The Science Behind America's Game*, by Allen St. John and Ainissa G. Ramirez.

The man who would come to be known as “Bootin’ Ben” quickly discovered that with his injured foot and his modified boot, he could actually kick (farther/more far) and (accurater/more accurately) than he ever could with his toes.

No position relies (heavier/more heavily) on the applied physics of perfect technique.

This somewhat elongated ball could be cradled (easier/more easily), and even today, the rugby ball remains largely watermelon-shaped.

For example, drivers behind the wheel of large new SUVs with four-wheel drive and air bags tend to drive (faster/more fast) and (aggressiver/more aggressively) on snowy roads than they would if they were driving a tiny old economy car.

Like Hornung, Bart Starr had yet to establish himself fully, and the coach obliged by defining his role (tighter/more tightly).

Despite the NFL’s ongoing efforts to make the kicker’s job (harder/more hard) and thus reduce the number of field goals, there isn’t a player whose success—or failure—is reflected (more direct/more directly) on the scoreboard.

Despite that, if we examine the numbers (closer/more closely), Gibson’s supremacy still makes a certain kind of sense.

The player who used this strategy (more successfully/most successfully) was Patriots linebacker Mike Vrabel, who lined up at tight end in short-yardage situations and caught ten passes in his career, all for touchdowns.

When a player is feeling (well/good), rested, and ready for the next play, Wyche explains, he stands up straight in a posture with more than a little Superman-style swagger: hands on hips, fingers across his belly, thumbs pointing back.

“Losses seem to hurt (more/most) than a win feels (well/good),” explains Keith Chen, a Yale economist who has worked with Santos.

“It’s an amazing thing. It feels so (easy/easily),” says Jim Breech.

In 1988, the Bengals started the season 6–0 on their way to a 12–4 regular season, the (better/best) record in football.

He considered that Miami's two (better/best) players were running backs Ronnie Brown and Ricky Williams.

Piedmont's second A-11 game was somewhat (better/best) from an execution standpoint, but the score was still lopsided.

It's not that the leather helmet was surprisingly (well/good) at protecting players from concussion. It's that the modern helmet was surprisingly (bad/badly).

The helmets currently in use don't seem to protect players particularly (well/good) from concussions.

Game theory works (well/good) in explaining actual games and especially ones that are conceptually tidy, if not actually simple.

Most of the way through the 2011 season, the Carolina Panthers were a (bad/badly) team getting (more better/better). The Tampa Bay Buccaneers were a (bad/badly) team getting (worse/more worse).

Exercise 67C: Using Correct Adverbs and Adjectives

Choose the correct word in parentheses. Cross out the incorrect word.

We ran so (good/well)! We were much faster than the other cross-country team.

The opponents did not run (slow/slowly), but we are extremely (good/well) at middle distances.

The baby doesn't feel (good/well) today. She has a cold.

The gangster looks (bad/badly). He's not a very nice man!

The gangster looks (bad/badly). He's not wearing his glasses and he has to squint.

The young thief is growing (good/well). He's getting larger by the day.

The young thief is growing (good/well). He is returning what he stole and making amends.

She remains (bad/badly); she only thinks about herself and is cruel to others.

She remains (bad/badly); she hates to stay in one spot and keeps leaving!

— LESSON 68 —

Coordinating and Subordinating Conjunctions Correlative Conjunctions

When my mother makes *tacos al pastor*, she uses ancho chilies and pasilla chilies and cumin seed and garlic and pork roast and fresh cilantro.

A coordinating conjunction joins equal words or groups of words together.

and, but, for, nor, or, so, and yet

For dessert, I will have *tres leches* cake with fresh raspberries or caramel sandwich cookies with ice cream.

In my opinion, pork without pineapple is much better than pork with pineapple.

A subordinating conjunction joins unequal words or groups of words together.

We are cooking either pork roasts or goat chops tonight.

The patient was neither worse nor better.

Correlative conjunctions work in pairs to join words or groups of words.

Coordinating correlative conjunctions join equal words or groups of words.

both . . . and

not only . . . but/but also

either . . . or

neither . . . nor

although/though . . . yet/still

if . . . then

In the beginning, both the Sun and the Moon were dark.

Not only the town itself, but also the ranches in the neighborhood are built on hilltops.

Although he did not remember the way, still he pressed on.

If we run faster, then we will escape.

Though weary, still he presses on.

If unseated, then he will be unable to continue jousting.

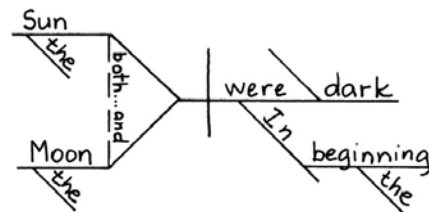
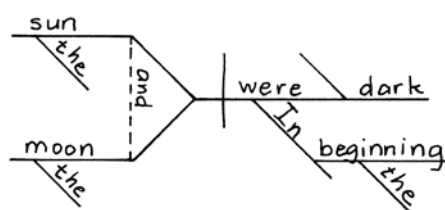
Subordinating correlative conjunctions join unequal words or groups of words.

although/though . . . yet/still

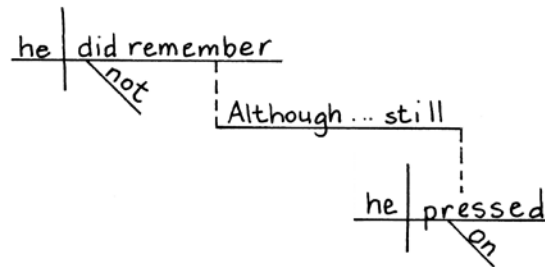
if . . . then

In the beginning, the Sun and the Moon were dark.

In the beginning, both the Sun and the Moon were dark.



Although he did not remember, still he pressed on.



Both the grey foxes and the lion are watching for rabbits.

Not only the grey foxes but also the lion is watching for rabbits.

Either the mountain lion or the bears are growling.

Neither the butterflies nor the hummingbird was in the garden.

When compound subjects are connected by *not only . . . but/but also*, *either . . . or*, or *neither . . . nor*, the verb agrees with the subject that is closest to the verb.

Exercise 68A: Coordinating and Subordinating Correlative Conjunctions

In each of the following sentences, circle the correlative conjunctions. Underline the words or groups of words that the conjunctions connect. In the blank, write *C* for coordinating or *S* for subordinating.

These sentences have been slightly adapted from *A Brief History of Pakistan*, by James Wynbrandt.

Once they seize a plain, no one escapes, neither men nor cattle. _____

Yet the passages that breached the guarding massifs served as funnels through which invaders both hostile and friendly have poured for millennia. _____

Now old and nonthreatening, he was unable to keep either his officers or the Mongols in check. _____

Though an independent state only since 1947, yet its homeland has a history unique from the rest of the subcontinent it shares with India. _____

Though the Mughal Empire would survive for another century, yet it was increasingly subservient to Britain's agenda. _____

If I were to follow your advice, then how could I show my face? _____

Gandhi had come, he said, on a personal mission, and not as a representative of either Congress or the Hindus. _____

Though rich in minerals, including iron ore and copper, yet Baluchistan has lagged in development of these resources. _____

These new leaders not only hardened the league's stance against the British but advocated greater cooperation with Hindus through the Congress Party as well. _____

If he agreed, then Pakistan stood to gain substantial benefits. _____

Although many leading Muslims supported Great Britain during the war, still some backed the Ottoman Empire. _____

Both the loss of territory and the war with India shook the soul of Pakistanis. _____

Exercise 68B: Subject-Verb Agreement

Cross out the incorrect verb in each set of parentheses.

Either the farmer and the barber or the farmer's wife (is / are) going to win the bet.

Both the king and his two soldiers (was / were) agreed that the sound was a jackal, not a tiger.

Not only the old woman's foot but also the cords (was / were) cut by the prince's sword.

Both the parrots and the starling (was / were) hanging in cages in the apartments.

Neither scars nor sign (is / are) visible on the queen's hands.

Not only one ring, but also three precious anklets (was / were) presented to the princess.

Bracelets of emeralds and a chain of rubies (is / are) more glorious than anything the prince has ever seen.

Exercise 68C: Diagramming

On your own paper, diagram every word of the following sentences.

Neither the jackal nor the peacock was able to pass the test.

Either air or water will penetrate the cunningly carved great chest.

Both the yogi and his pupils were amazed to see the chest floating.

Not only beauty but also wisdom were hers.

The fine horse had both a skin like snow and a neigh like thunder.



WEEK 18

Clauses

— LESSON 69 —

Phrases

Sentences

Introduction to Clauses

A phrase is a group of words serving a single grammatical function.

A verb phrase is the main verb plus any helping verbs.

Four musketeers were waiting their turn.

A prepositional phrase begins with a preposition and ends with a noun or pronoun.

The center of the most animated group was a musketeer of great height.

A prepositional phrase that describes a noun or pronoun is called an adjective phrase.

He wore a long cloak of crimson velvet.

A prepositional phrase that describes a verb, adjective, or adverb is called an adverb phrase.

The young man advanced into the tumult and disorder.

(Sentences adapted from *The Three Musketeers* by Alexandre Dumas.)

A clause is a group of words that contains a subject and a predicate.

Behind the dusty wardrobe.

Lucy opened the door.

Leaping and bounding.

They did not believe her.

He tasted the delicious candy.

Because he wanted more.

An independent clause can stand by itself as a sentence.

A sentence is a group of words that usually contains a subject and a predicate. A sentence begins with a capital letter and ends with a punctuation mark. A sentence contains a complete thought.

Can we measure intelligence without understanding it? Possibly so. Physicists measured gravity and magnetism long before they understood them theoretically. Maybe psychologists can do the same with intelligence.

Or maybe not.

—James W. Kalat, *Introduction to Psychology*

A dependent clause is a fragment that cannot stand by itself as a sentence.

Although Jamie didn't mean to eat the entire cake. _____

Whether they won or lost. _____

He picked up the pieces. _____

That milk is from Uncle Louie's cow. _____

Since she was already covered in mud. _____

Because my grandmother came to visit.
I cleaned up my room.

Because my grandmother came to visit, I cleaned up my room.

Dependent clauses begin with subordinating words.

Dependent clauses are also known as subordinate clauses.

Exercise 69A: Distinguishing Between Phrases and Clauses

Identify the following groups of words as *phrases* or *clauses*. The clauses may be independent or dependent, but you only need to identify them as clauses. In each clause, underline the subject once and the verb twice.

These phrases and clauses are taken from *Kingdoms of the Yoruba*, by Robert Sydney Smith.

Whose sources are largely unwritten. _____

However rich in primary and secondary material. _____

The past of the Yoruba of West Africa. _____

Who form the population of the Western State of Nigeria. _____

All having specific and complex traditions. _____

Although these traditions are often of a legendary and miraculous kind.

They may be sifted, correlated, and cross-checked.

From ceremonies recalling and re-enacting the past.

All these preserve fragments.

It is a platitude.

Working from tradition.

Reconstructing the Yoruba past.

Nigeria exemplifies this contrast.

Exercise 69B: Distinguishing Between Independent and Dependent Clauses

Identify the following clauses as independent (*IND*) or dependent (*DEP*). These clauses are drawn from *Yoruba Legends*, by M. I. Ogumefu.

When he returned home

Who returned to his father after some time

In due course they returned

Wherever he went

The weapon glanced off his hide

A great king sent his various sons

Two women quarrelled

The King employed the charm

As he sat gloomily on the ground

The whole earth was covered with water

Exercise 69C: Turning Dependent Clauses into Complete Sentences

Choose three of the dependent clauses in Exercise 69B and attach independent clauses to them to form complete thoughts. Write your three new sentences on your own paper. (The dependent clause can go before or after the independent clause.)

— LESSON 70 —

Adjective Clauses Relative Pronouns

Intro 70: Introduction to Adjective Clauses

The following sentences describe famous ghost sightings! Complete each sentence by filling in the blank with the appropriate letter from the clauses below.

You can learn more about these haunts in *Famous Ghost Stories: Legends and Lore*, by Brian Haughton.

The village of Brill, in Buckinghamshire, boasted five different headless horsemen _____.

She fell in love with a handsome stableboy _____.

He is the ghost of a knight, killed in battle with the Scots, _____.

The deathly paleness of the faces was an omen _____.

The phantom London bus, _____, tears down the middle of the road towards startled drivers and then disappears.

- A. whose horse brought his headless body home.
- B. which appears between the Cambridge Gardens and Chesterton Road junctions on St. Mark's Road
- C. who roamed the four roads and one field track leading into the village.
- D. that Lincoln would not live through his last term.
- E. whom she then threw over for a more eligible suitor.

Dependent clauses can act as adjectives, adverbs, or nouns.

An adjective clause is a dependent clause that acts as an adjective in a sentence, modifying a noun or pronoun in the independent clause.

They banded together in small groups that whispered and discussed and disputed.

A man who passed by spoke to them.

Relative pronouns introduce adjective clauses and refer back to an antecedent in the independent clause.

who, whom, whose, which, that

The men **who had been champions before Finn came** rallied the others against him.

Among the young princes was a boy **whom the High King preferred**.

The Chain of Silence was shaken by the servant **whose duty and honor it was**.

The thing **which was presented to us** is not true.

The people believed in gods **that the king did not accept**.

Use *who*, *whom*, and *whose* to refer to persons.

Use *which* to refer to animals, places, and things.

Use *that* and *whose* to refer to persons, animals, places, or things.

She saw him, and he saw her.

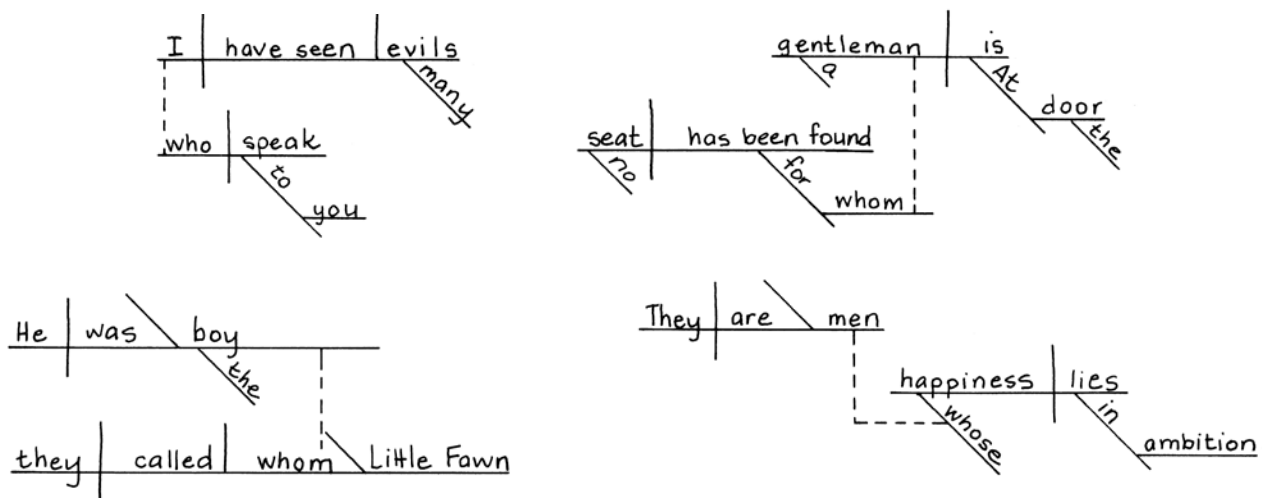
Use *P* for prepositions, *OP* for objects of prepositions, *ADJ* for adjectives, *ADV* for adverbs, *IO* for indirect objects, *DO* for direct objects, and *OC* for object complements.

I who speak to you have seen many evils.

At the door is a gentleman for whom no seat has been found.

He was the boy whom they called Little Fawn.

They are men whose happiness lies in ambition.



Exercise 70A: Identifying Adjective Clauses and Relative Pronouns

Underline the adjective clauses in the following sentences, and circle the relative pronouns. Draw an arrow from each relative pronoun to its antecedent.

These sentences are taken from *Ghosts: True Tales of Eerie Encounters*, by Robert C. Belyk.

The ghosts that haunt the Cherry Bank hotel are rarely seen.

One incident frightened a guest who had come with a group of friends.

As her eyes adjusted to the light, she was aware of a bearded man, whom she later described as wearing old-fashioned clothing, floating above her.

There was nothing on the tape but a noise that sounded like someone walking heavily across the floor.

The three chandeliers that lit the banquet room had been turned off and the room was in darkness.

Local children would turn the stones over to reveal the names of the children whose graves they had marked.

He was a bully whose manners were uncouth.

The best spot was near a stream which eventually tumbled over the cliff to the beach below.

When he returned, however, the person who had been sitting on the hearth was gone.

Exercise 70B: Choosing the Correct Relative Pronoun

In each sentence, cross out the incorrect relative pronoun. Above the correct pronoun, write *S* for subject, *OP* for object of the preposition, or *DO* for direct object to show how the relative pronoun is used within the dependent clause.

These sentences are adapted from *Ghost Stories of an Antiquary*, by the classic horror writer M. R. James.

“Good heavens!” said the little man, (who / whom) the suggestion threw into a state of unaccountable terror.

He had some talk upon the matter with the Vicar of his parish, with (who / whom) he travelled home.

The Templars, to (who / whom) this site had belonged, were in the habit of building round churches.

The little boy (who / whom) was the only passenger in the chaise, and (who / whom) jumped out as soon as it had stopped, looked about him with the keenest curiosity.

The picture lay face upwards on the table where the last man (who / whom) looked at it had put it.

He made tea for the friend with (who / whom) he had been playing golf.

He was a man (who / whom) liked to be on pleasant terms with those about him.

Lady Fell was with her mother, (who / whom) was dangerously ill.

Mrs. Bunch was the most comfortable and human person (who / whom) Stephen had as yet met.

Exercise 70C: Diagramming Adjective Clauses

On your own paper, diagram every word of the following sentences, adapted from M. R. James's *A Thin Ghost and Others*.

Saul, whose face expressed great anger, hastily picked the object up.

The ground rose to a field that was park-like in character.

He held several long conversations with old women whom we met.

Dr. Quinn was a plain, honest creature, and a man to whom I would have gone.

His wife, who accompanied him, was to make a series of illustrative drawings for his report.

— LESSON 71 —

Adjective Clauses

Relative Adverbs

Adjective Clauses with Understood Relatives

A phrase is a group of words serving a single grammatical function.

A clause is a group of words that contains a subject and a predicate.

An independent clause can stand by itself as a sentence.

A dependent clause is a fragment that cannot stand by itself as a sentence.

Dependent clauses begin with subordinating words.

Dependent clauses are also known as subordinate clauses.

Adjective clauses are also known as relative clauses because they relate to another word in the independent clause.

Relative pronouns introduce adjective clauses and refer back to an antecedent in the independent clause.

who, whom, whose, which, that

This was the very spot **where** a proud tyrant raised an undying monument to his own vanity.

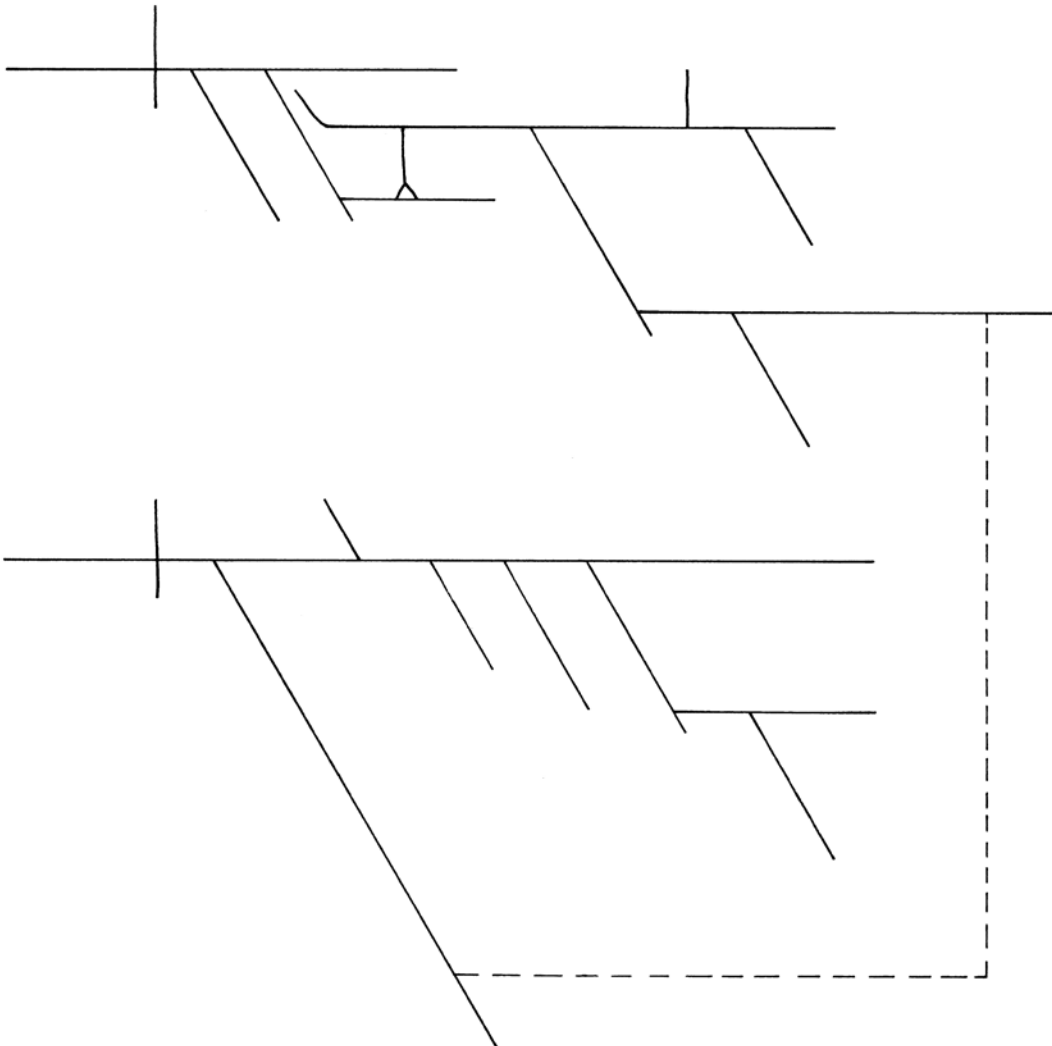
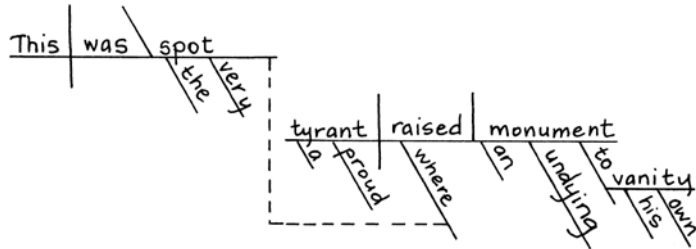
He was going back to serve his country at a time **when** death was the usual reward for such devotion.

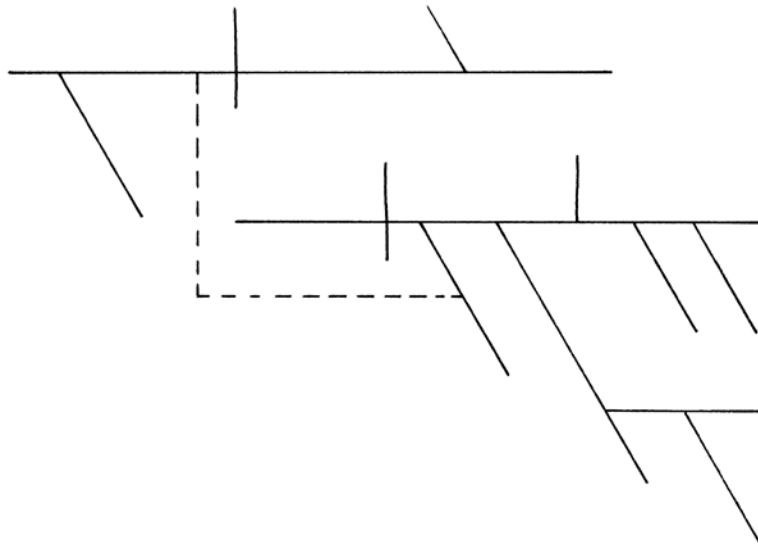
The reasons **why** he vented his ill humor on the soldiers were many.

—Adapted from *The Scarlet Pimpernel* by Baroness Emmuska Orczy

Relative adverbs introduce adverb clauses and refer back to a place, time, or reason in the independent clause.

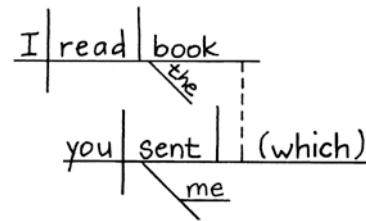
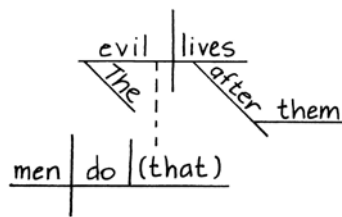
where, when, why





The evil men do lives after them.

I read the book you sent me.



Exercise 71A: Relative Adverbs and Pronouns

In the following sentences, underline each adjective clause. Circle each relative word and label it as *RP* for relative pronoun or *RA* for relative adverb. Draw an arrow from each relative word back to its antecedent in the independent clause.

These sentences are taken from *Bartleby, The Scrivener*, a novel by Herman Melville, who also wrote *Moby Dick*. Some have been slightly adapted or condensed.

He was afflicted by a continual discontent with the height of the table where he worked.

On a cold morning when business was dull, Turkey would gobble up scores of these cakes.

What is the reason why I should do no more writing?

He is a wanderer who refuses to budge.

He received visits from certain ambiguous-looking fellows in seedy coats, whom he called his clients.

He was a man whom prosperity harmed.

What was the time when he departed?

I procured a high green folding screen, which might entirely isolate Bartleby from my sight.

There are two scriveners in the office, where they assist each other.

It was 6 PM, after which I saw no more of the proprietor.

“Then sir,” said the stranger, who proved a lawyer, “you are responsible for the man you left there.”

As yet, nothing that I know of has ever been written.

Simply record the fact, that I was not unemployed in my profession.

It was the time when he must unconditionally leave the office.

Exercise 71B: Missing Relative Words

Draw a caret in front of each adjective clause and insert the missing relative pronoun. (For the purposes of this exercise, *which* and *that* may be used interchangeably.) These sentences are also loosely adapted from *Bartleby, The Scrivener*.

The cake he most enjoyed was small, flat, round, and very spicy.

He carefully considered each statement I made.

The folio he copied for me cost four cents.

You are responsible for the man you left there.

One report I heard about will appear tomorrow.

It is a name he loves to repeat.

He scorned all further words I spoke.

Exercise 71C: Diagramming

On your own paper, diagram the following sentences from your first two exercises.

It was 6 PM, after which I saw no more of the proprietor.

He was afflicted by a continual discontent with the height of the table where he worked.

He received visits from certain ambiguous-looking fellows in seedy coats, whom he called his clients.

On a cold morning when business was dull, Turkey would gobble up scores of these cakes.

The cake he most enjoyed was small, flat, round, and very spicy.

— LESSON 72 —

Adverb Clauses

A clause is a group of words that contains a subject and a predicate.

A dependent clause is a fragment that cannot stand by itself as a sentence.

Dependent clauses begin with subordinating words.

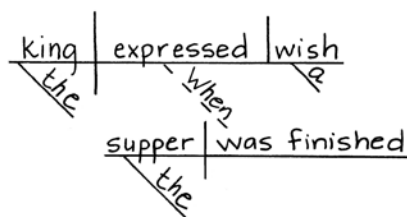
Dependent clauses are also known as subordinate clauses.

Dependent clauses can act as adjective clauses, adverb clauses, or noun clauses.

Adverb clauses modify verbs, adjectives, and other adverbs in the independent clause.

They answer the questions where, when, how, how often, and to what extent.

When the supper was finished, the king expressed a wish.



Adverb clauses can be introduced by adverbs.

Common Adverbs that Introduce Clauses

as (and its compounds: as if, as soon as, as though)

as if

how (and its compound: however)

when (and its compound: whenever)

whence

where (and its compounds: whereat, whereby, wherein, wherefore, whereon)

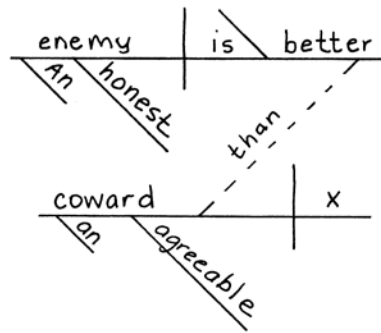
while

whither

A subordinating conjunction joins unequal words or groups of words together.

An honest enemy is better than an agreeable coward.

An honest enemy is better than an agreeable coward [is].



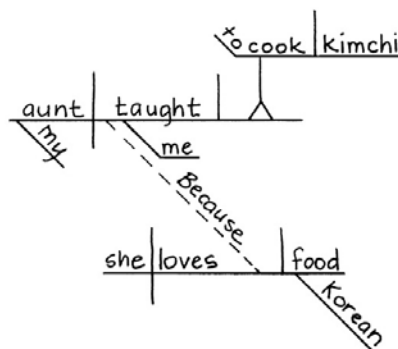
Subordinating conjunctions and subordinating correlative conjunctions often join an adverb clause to an independent clause.

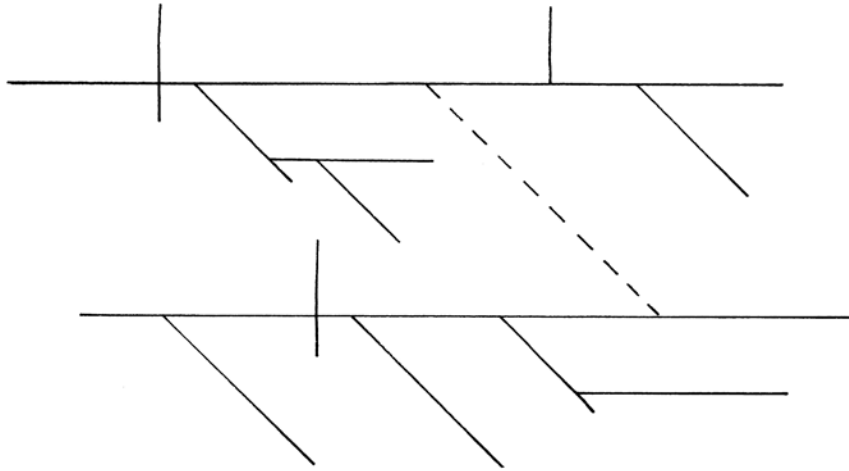
Common Subordinating Conjunctions

after
although
as (as soon as)
because
before
if
in order that
lest
since
though
till
unless
until
although/though . . . yet/still
if . . . then

Because she loves Korean food, my aunt taught me to cook kimchi.

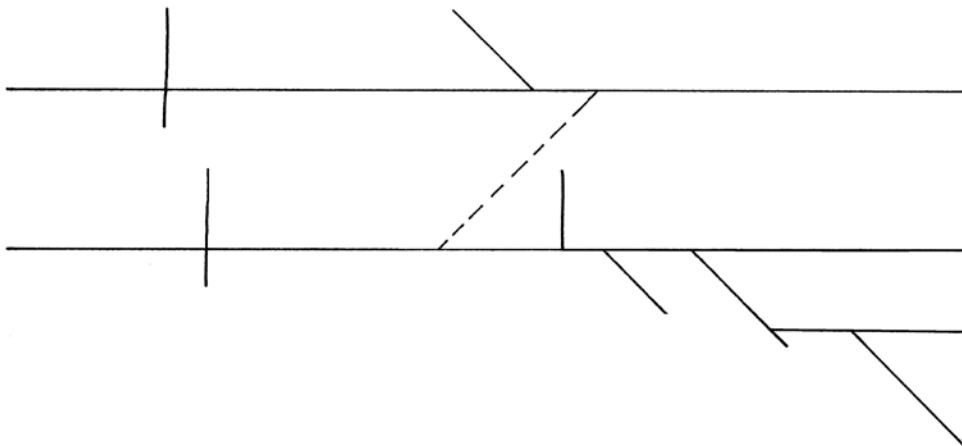
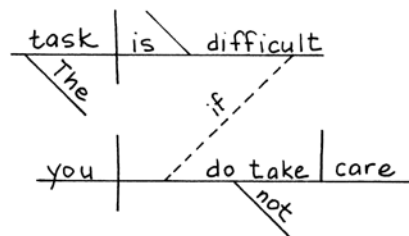
I will put six plates on the table unless our neighbors are also coming for dinner.





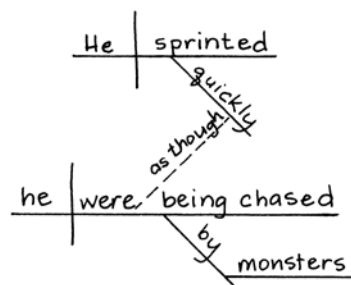
The task is difficult if you do not take care.

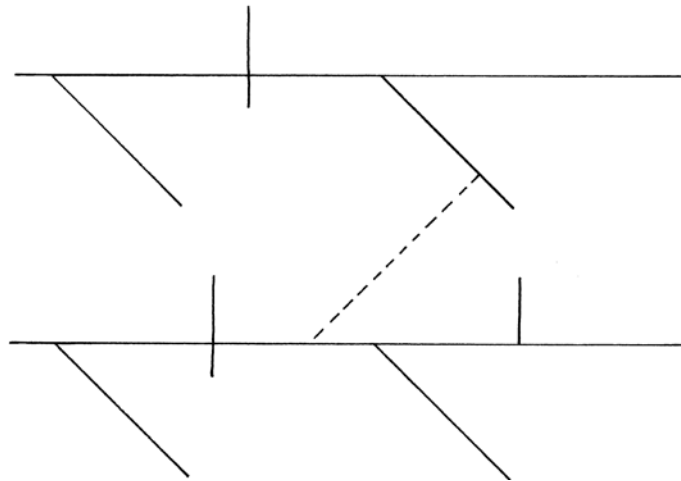
She was confident that she could reach the top of the mountain.



He sprinted quickly as though he were being chased by monsters.

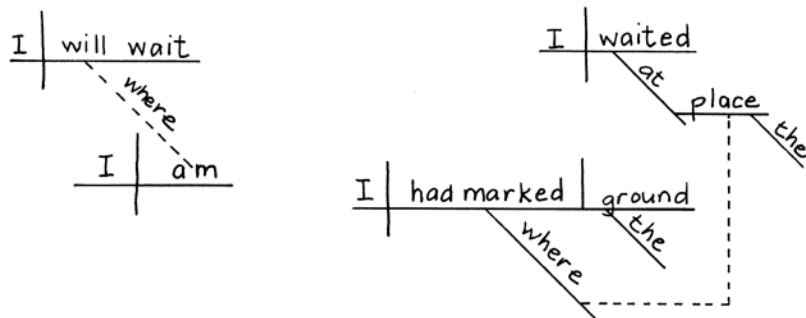
The judge spoke severely because the attorney was not paying attention.





I will wait where I am.

I waited at the place where I had marked the ground.



Exercise 72A: Adverb Clauses

In the following sentences, underline each adverb clause. Circle the subordinating word(s) at the beginning of each clause and label it *ADV* for adverb or *SC* for subordinating conjunction. Draw an arrow from the subordinating word(s) back to the verb, adverb, or adjective that the clause modifies.

These sentences are slightly condensed from the Chinese classic *The Art of War*, by Sun Tzu, as translated by Lionel Giles.

If I fail, I shall make myself a laughing-stock.

We can form a single united body, while the enemy must split up into fractions.

After that, you may crush him.

We are not fit to lead an army on the march unless we are familiar with the face of the country.

Although he had no practical experience of war, he was extremely fond of discussing the subject.

He speaks as a man of Wu, a state which ceased to exist as early as 473 B.C.

I fully believe he was a good soldier, but I had him beheaded because he acted without orders.

The spirit of the enemy's soldiers will be keenest when they have newly arrived on the scene.

I attacked when their spirit was gone and ours was at its height.

Throw your soldiers into positions whence there is no escape, and they will prefer death to flight.

Attack him where he is unprepared, and appear where you are not expected.

Though only eight days have passed since I threw off my allegiance, an army is already at the city-gates.

Exercise 72B: Descriptive Clauses

In the following sentences, underline each dependent clause. Above each, write *ADVC* for adverb clause or *ADJC* for adjective clause. Circle each subordinating word(s) and label it as *ADV* for adverb, *RP* for relative pronoun, or *SC* for subordinating conjunction. Draw an arrow from the subordinating word back (or forward) to the word in the independent clause that the dependent clause modifies.

These sentences are adapted from *Nonviolence: The History of a Dangerous Idea*, by Mark Kurlansky.

Nonviolence is not the same thing as pacifism, for which there are many words.

When nonviolence becomes a reality it is a powerful force.

Pacifism is harmless and therefore easier to accept than nonviolence, which is dangerous.

Interestingly, although Gandhi's teachings and techniques have had a huge impact on political activists around the world, his word for nonviolence, *satyagraha*, has never caught on.

The human being who achieved complete nonviolence, according to Gandhi, would not be a saint.

This concept of man as an imperfect being who is obligated to strive for an unattainable perfection runs through most of human thought.

Most religions and philosophies that reject violence do not encourage passiveness but activism by other means—nonviolence.

The strongest Chinese stand on nonviolence came in opposition to Confucius, from a man named Mozi, who lived from about 470 to 390 B.C.

While Confucius was a voice of the establishment, Mozi was a rebel.

Judaism, a religion that is more than 5,700 years old, has many layers of both laws and commentaries on those laws.

On Passover, which celebrates Moses leading the Hebrews out of slavery in Egypt, there is a moment of sorrow for the Egyptians, the enemy who drowned trying to pursue the Hebrews across the Red Sea.

Exercise 72C: Diagramming

On your own paper, diagram every word of the following sentences from the first two exercises.

Although he had no practical experience of war, he was extremely fond of discussing the subject.

I attacked when their spirit was gone and ours was at its height.

Throw your soldiers into positions whence there is no escape, and they will prefer death to flight.

Nonviolence is not the same thing as pacifism, for which there are many words.

When nonviolence becomes a reality it is a powerful force.



— REVIEW 6 —

Weeks 16-18

Topics

Personal Pronouns: Subject, Object, Possessive, Reflexive

Verb Voice (Active and Passive)

Verb Tense

Adjectives

Gerunds and Participles

Phrases

Clauses (Independent and Dependent)

Review 6A: Pronouns

In the following sentences, taken from Leo Tolstoy's *War and Peace* (as translated by Louise and Aylmer Maude), circle each pronoun. Label each as *S* (subject form of the personal pronoun), *O* (object form of the personal pronoun), *P* (possessive form of the personal pronoun), *R* (reflexive), *INT* (intensive), *I* (indefinite), *INTER* (interrogative), *D* (demonstrative), or *RP* (relative pronoun).

He went up to Anna Pávlovna, kissed her hand, presenting to her his bald, scented, and shining head, and complacently seated himself on the sofa.

Another time, general attention was attracted by a small brown dog, coming heaven knows whence, which trotted in a preoccupied manner in front of the ranks with tail stiffly erect till suddenly a shell fell close by, when it yelped, tucked its tail between its legs, and darted aside.

Nicholas expressed his disapproval of the postponement of the marriage for a year; but Natásha attacked her brother with exasperation, proving to him that it could not be otherwise, and that it would be a bad thing to enter a family against the father's will, and that she herself wished it so.

Most of the time, by their officers' order, the men sat on the ground. One, having taken off his shako, carefully loosened the gathers of its lining and drew them tight again; another,

rubbing some dry clay between his palms, polished his bayonet; another fingered the strap and pulled the buckle of his bandolier, while another smoothed and refolded his leg bands and put his boots on again. Some built little houses of the tufts in the plowed ground, or plaited baskets from the straw in the cornfield. All seemed fully absorbed in these pursuits.

It was evident that Kutúzov despised cleverness and learning and even the patriotic feeling shown by Denísov, but despised them not because of his own intellect, feelings, or knowledge—he did not try to display any of these—but because of something else.

“Do you know,” he said at last, evidently unable to check the sad current of his thoughts, “that Anatole is costing me forty thousand rubles a year? And,” he went on after a pause, “what will it be in five years, if he goes on like this?” Presently he added: “That’s what we fathers have to put up with. . . . Is this princess of yours rich?”

Review 6B: Using Comparative and Superlative Adjectives Correctly

Choose the correct form in parentheses. Cross out the incorrect form.

These sentences are taken from H. G. Wells’s *A Short History of the World*.

In Sumeria the priest ruler was the (most great / greatest), (most splendid / splendidest) of beings.

People travelled about (more freely / most freely) than they had ever done before, and there were high roads and inns for them.

Travel is increasing and transport growing (more easy / easier) by reason of horses and roads.

Hiram established the very (most close / closest) relations both with David and with his son and successor Solomon.

Asoka made vast benefactions to the Buddhist teaching orders, and tried to stimulate them to a (more good / better) and (more energetic / energeticer) criticism of their own accumulated literature.

Sardanapalus's library has been unearthed and is perhaps the (more precious/most precious) store of historical material in the world.

The (bitterer/bitterest) rival of Athens in Greece was Sparta.

The power of the Roman republic came out of the west to subjugate one fragment after another and weld them together into a new and (more enduring/enduringer) empire.

The Trinitarian formula may be found in its (most complete/completest) expression in the Athanasian Creed.

The steamboat was, if anything, a little ahead of the steam engine in its (more early/earlier) phases.

Review 6C: Verbs

Underline the main verb (along with any helping verbs) in every clause below (both independent and dependent).

In the space above each verb, write the tense (*SIMP PAST*, *PRES*, *FUT*; *PROG PAST*, *PRES*, *FUT*; *PERF PAST*, *PRES*, *FUT*) and voice (*ACT* for active or *PASS* for passive). For state-of-being verbs, write *SB* instead of voice.

If the verb is an action verb, also note whether it is transitive (*TR*) or intransitive (*INTR*).

The first is done for you.

These sentences are taken from the official government report on the Perry Expedition. In 1853–1854, Commodore Matthew Perry of the U.S. Navy was ordered, by President Millard Fillmore, to take warships to Japan. At that time, Japan's ports were closed—the country refused to trade with the United States. Perry's Expedition was ordered to open the ports and put trade into place—either through negotiation, or through force.

In 1854, Japan agreed to the terms the U.S. was offering, and trade with America began.

SIMP FUT SB

SIR: So soon as the steam frigate Mississippi shall be in all respects ready for sea, you will proceed in her, accompanied by the steamer *Princeton*, to Macao, or Hong Kong, in China, where the vessels of your command will rendezvous. . . . It has been deemed necessary to increase the naval force of the United States in the East India and China seas, for reasons which will be found in the enclosed copy of a communication from the Secretary of State addressed to this department under date of November, 1852.

The special mission to Japan with which you have been charged by the government will require all your firmness and prudence, in respect to which the department entertains the fullest confidence that they will be adequate for any emergency.

Your attention is particularly invited to the exploration of the coasts of Japan and of the adjacent continent and islands.

The said officer shall detain him until the vessel in which he shall be serving shall return to the United States.

Taking into view, also, the present disturbed state of China, and the need of one or more ships of the squadron in that quarter, and considering that not a single vessel which had been promised by the department had yet joined my force . . . I was glad to have a good excuse for consenting to wait until the ensuing spring. . . . In the spring I shall have concentrated my whole force, and will be prepared with store and coal vessels, and all other conveniences for remaining, if it be necessary, an indefinite time, to secure such concessions as I believe they will be constrained to make.

Review 6D: Identifying Dependent Clauses

Underline each dependent clause in the following sentences. Circle the subordinating word. Label each clause as either adjective (*ADJ*) or adverb clause (*ADV*), and draw a line from each subordinating word to the word it modifies.

These sentences are taken from *Breaking Open Japan: Commodore Perry, Lord Abe, and American Imperialism in 1853*, by George Feifer.

When the bluff fizzled, the tiny number who made Japan's political decisions could think of nothing else with which to counter the foreigners' threat.

The harassed yet privileged Dutch traders who delivered the disturbing reports lived in a compound called Deshima, which can be translated as “island in front of the town.”

The Dutch East India Company, which traded in spices, tea, silk, and other much-wanted commodities, was the largest of its kind and—in keeping with Holland’s commercial lead over Britain at the time—more successful than the British East India Company, founded two years earlier, in 1600.

The Dutch Factory, as its Japanese post was known, was moved to Deshima in 1641, after the other Western colonies had left the country, voluntarily or otherwise.

Smaller beacon fires were already burning all along the coast, where soldiers with pikes and “rusty flintlocks” stood guard, some additionally armed with war fans bearing the emblem of the rising sun.

While officers frantically drilled green troops, seacoast inhabitants, some of whose houses had already been razed for frenzied construction of new fortifications, were pressed into service.

With the panic and chaos swelling in the heat, the “whole city” succumbed to “uproar.”

Nothing had yet been reported to the Emperor in his Kyoto palace, where life continued unchanged in its detachment from political matters.

The court’s big event during the week of panic was the first celebration of Boys’ Day by the baby Prince who would become the Emperor Meiji.

Review 6E: Present and Past Participles

Underline each present participle and past participle in the following sentences. Some are serving as nouns; others as adjectives. Label adjective forms as *ADJ* and draw a line to the word modified. Label noun forms as *N* and write the part of the sentence that the noun is serving as.

These sentences are taken from *On the Origins of Sports: The Early History and Original Rules of Everybody's Favorite Games*, by Gary Belsky and Neil Fine.

Knowing the history and lore of our favorite sports can only enhance our experience of watching or competing in them.

We are tribal by nature—genetically programmed to define “us” by “them”—and few things make that task easier than team jerseys.

Wiffle Ball was designed for use in congested areas. Because the ball will not travel far, ball chasing and base running have been eliminated.

The minimum number of players required to play Wiffle Ball are two—the pitcher and batter—one player to a side.

A cricket match is composed of two innings, with each team running through its eleven-man lineup twice.

Choosing the pitch offered an advantage.

Strikers, or batsmen, are “out” if a bowled ball knocks the bail off the stumps, or a fielder catches a batted ball in the air.

Rules of Ancient Greek Wrestling:

No intentional hitting or kicking is permitted.

No gouging the eyes or biting is permitted.

Infractions shall be punished by immediate whipping by the referee until the undesirable behaviour is stopped.

Review 6F: Diagramming

On your own paper, diagram every word of the following sentences from *Moon Shot: The Inside Story of America's Apollo Moon Landings*, by Jay Barbree, Alan Shepard, and Deke Slayton.

It was a beautiful airfield, where pilots could come burning out of the sky and always have a place to land, where landing-speed restrictions were nonexistent.

Although the United States recruited the cream of the German rocket scientists, the Soviets captured many of those left behind and began their own missile program.

The Saturn V roared, bellowed, and shrieked, hurling out ear-stabbing sonic waves and a crackling thunder which sent birds flying and wildlife fleeing, and which slammed into people who were far away, fluttering their clothing and causing them to step back uncertainly.

